Department of Labour

NATIONAL SKILLS FUND SOCIAL DEVELOPMENT FUNDING WINDOW

RESEARCH REPLICATION MANUAL

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Technical Support to the South African Department of Labour (DOL), Labour Centres (LCs) and Sector Education Training Authorities (SETAs)

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ACRONYMS AND ABBREVIATIONS

DoL	Department of Labour
ESDS	Employment Skills Development Services
ESP2	Employment Services Practitioner
IQC	Indefinite Quantities Contract
Khulisa	Khulisa Management Services
LMIS	Labour Market Information Systems
NSDS	National Skills Development Strategy
NSF	National Skills Fund
OCR	Optical-character recognition
SDFW	Social Development Funding Window
SETA	Sector Education Training Authorities
TUP	Training of Unemployed Persons
USAID	United States Agency for International Development

1. INTRODUCTION

Khulisa Management Services (Khulisa) is part of a consortium, led by Development Associates, that is providing technical assistance to the Department of Labour (DoL) and the Department of Education via Task Orders under an Indefinite Quantity Contract (IQC) funded by the United States Agency for International Development (USAID). Under this IQC, Task Order Nine is providing Technical Support to DoL and five Sector Education Training Authorities (SETAs).

This task is intended to assist DoL in reaching its National Skills Development Strategy (NSDS) indicators for Objective 4: Promoting skills development for employability and sustainable livelihoods through social development initiatives by 2005. More specifically, "By 2005, the impact of the National Skills Fund is measured by project type and duration, including details of placement rates which shall be at least 70 percent."

In his address to the nation at the opening of the 2000 session of parliament, President Mbeki spoke of the need to integrate development initiatives to maximise their impact. Such development interventions are those that improve the quality of life of the poor, the secure basic services and infrastructure and which lay the foundations for rising standards of living through access to new forms of income generation. Social Development projects include self-employment initiatives in the micro and survivalist sectors. A component of the National Skills Fund will be devoted to social development activities and the provision of practical assistance (i.e.: training) to unemployed and under-employed people.

DoL requested technical assistance from USAID to develop a better methodology for determining the placement rate of individuals trained under the SDFW. Initially, the vision was to develop an improved system of collecting placement data that would feed into computerised information systems being developed for DoL. However, when it was apparent that these information systems would not be implemented in 2003, DoL and Khulisa had to develop a different approach to determining the placement rate.

To this end, a research strategy was put in place with the following objectives:

- Obtain placement verification statistics in each province to report back to on the progress of achieving the NSDS indicators at the NSDS conference in October 2003; and;
- Determine the sustainability factors present in successful projects, identify challenges for implementation, and make recommendations to DoL on the best practices that enhance sustainable projects.

Through creative thinking and co-operation between DoL business units, ESDS proposed that LMIS, whose primary function is to provide research services to DoL, be brought on board to carry out the SDFW research fieldwork. Khulisa would provide the technical research expertise while ESDS would assist in co-ordinating the research process.

During March - June 2003, Khulisa worked with DoL staff from ESDS and LMIS to develop research indicators and instruments. LMIS staff were then trained during July 2003 on how to conduct the research, and the research fieldwork took place in August 2003. Simultaneously to the research fieldwork, Khulisa conducted case study research for best practise project sites in all 10 regions. Khulisa subsequently captured, analysed and interpreted the data culminating in a comprehensive research report. Findings from this report were delivered to DoL at the National Skills Development Strategy (NSDS) October 2003 Conference.

In November 2003, Khulisa staged a two-day workshop with ESDS and LMIS provincial staff. The purpose of the workshop was to disseminate the findings of the SDFW research report, elicit issues, challenges and recommendations with regard to the research process, and to build the research capacity of the ESDS and LMIS participants.

2. PURPOSE OF THE MANUAL

The purpose of this manual is to provide guidance on how to replicate the SDFW research, illustrate areas in which the research can be improved, and to summarise areas where LMIS staff require capacity building. This manual provides both generic instructions on the research process as well as specific instructions for the SDFW research.

The effectiveness of research and project monitoring is contingent upon a number of factors. Foremost amongst them is the collection of *useful* and accurate data – data that is current and relevant to the projects objectives at any given stage of the project that can be used to inform project implementation. The timeliness of data collection is thus critical.

Furthermore, given the constraints on DoL officials' time, the need was identified to develop a methodology that would be cost-effective in terms of human resources (staff to carry out data collection) and physical resources (means/structures to implement data collection).

An additional factor impacting on the effectiveness of the process is the rigour of the methodology and data collection methods utilised. For example, does the sample of DoL funded projects per province sufficiently represent the main types of labour projects in the particular province or does it exclude certain types (e.g. rural/urban)?

Lastly, the need for data that would allow for provincial comparisons necessitates the need for a standardised methodology and set of instruments (questionnaires).

To ensure that the collection of research data process adhered to the required standards (use of appropriate methodologies, strategies, etc.) of conducting the SDFW research, a need was identified to develop a manual that could be used by DoL as a reference guide for future research activities covering all aspects of the research process.

The focus of this manual is therefore on the SDFW research. It is primarily intended for a target audience of DoL/LMIS officials who will be responsible for carrying out this research in future years. However, the manual also describes some generic principles that could be applied to other research projects other than the SDFW research.

3. OBJECTIVES AND SCOPE OF THE MANUAL

The objectives of the manual are to provide generic as well as specific guidelines to inform the implementation of the SDFW research.

The manual is split into the following sections:

- *Part One:* Describes the process followed in developing research/monitoring and evaluation tools, and identifies some generic, state-of-the-art methods and techniques for sampling as well as carrying out and supervising data-collection.
- *Part Two:* Describes the process followed by the researchers during the SDFW-specific research.
- *Part Three:* The way forward and capacity building of LMIS.

It is important to note that the project-specific tools / instruments referred to in Appendices may be adapted over time. This is to ensure that the data collection, analysis and reporting occur in precisely the same manner by all field workers.

4. Part One – The Generic Research/Monitoring and Evaluation Process:

4.1. PRINCIPLES AND PROCESS OF DEVELOPING MONITORING TOOLS

While this manual focuses on the SDFW research process, it is important to understand the fundamentals of monitoring and evaluation that can be applied to this process.

4.1.1. Background on Monitoring/Evaluation

Monitoring is the process of regularly checking on the status of a project/programme and tends to be internal to an organisation. Its purpose is to:

- Determine whether activities are being performed correctly, on time and within budget
- Reflect the effectiveness of the project/programme in converting inputs to outputs, outcomes, and impact (i.e. results)
- Assist with improving or modifying interventions by providing the information necessary to adjust delivery

Typical monitoring questions include:

- Does the programme serve the desired target population?
- Are services delivered as originally intended?
- Are the necessary programme management, administration and infrastructure in place?

Monitoring is critical to:

- Measure its **internal efficiency** a programme needs to track its inputs and outputs (especially for programme managers and accountants);
- Assess **compliance with plans and standards**, a programme needs to monitor activities and outputs;
- Measure **effectiveness** in helping beneficiaries;
- Assure potential beneficiaries and funders/tax payers that the programme **produces results**; or
- Show the general public that the programme **produces benefits** that merit continued support.

Evaluation, on the other hand is to measure progress toward the achievement of project/programme objectives, and whether the intended changes (outcome and impact) have occurred. It is more summative than monitoring and tends to be external for additional credibility.

Although there are differences between monitoring and evaluation, the two work together to lead to the same end. Both produce information that can be used to improve the management of a programme and to document the achievement of the intended results and both enhance accountability.

4.1.2. Stages to Instrument Design

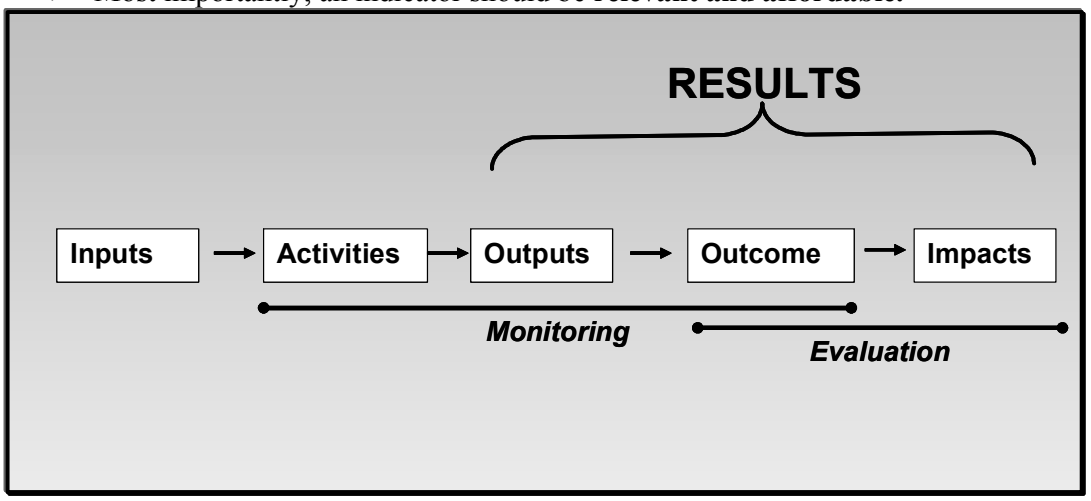
4.1.2.1. Identify Indicators

Indicators are directly linked to the project/programme. Indicators are:

- Fairly simple signs (numbers or events) that indicate a more complex process has occurred;
- Factors, variables or observations that are empirically connected with a criterion of success;Define how performance will be measured along a scale or dimension;
- Measures the progress of interventions; and
- The bases on which the success of the programme can be judged.

High quality indicators:

- Actually measure the phenomenon it is intended to measure **(valid)**;
- Produce the same results when used more than once to measure precisely the same phenomenon **(reliable)**;
- Measure only the phenomenon it is intended to measure **(specific)**;
- Reflect changes in the state of the phenomenon under study **(sensitive);**
- Are measurable or quantifiable with developed and tested definitions and reference standards **(operational)**; and
- Most importantly, an indicator should be **relevant and affordable.**



The figure above describes the phases of the Results Chain.

Inputs are the first stage of the results chain and include:

- Money spent;
- Training sessions held;
- Attendance rates;
- Materials provided;
- Buildings built; and
- Facilities used.

SDFW Project inputs might include:

- The hours of staff time/salary;
- Office rent/telephone bills;
- Travel costs;
- Training materials;
- Training venues;
- Equipment like faxes, photocopiers, telephones; and
- Number of trainers (delivering training).

Monitoring Inputs entail:

- Tracking expenditure of programme financing;
- Tracking programme facilities and equipment use; and
- Acquiring or maintaining programme equipment and supplies, etc.

Activities are the second stage of the results chain. They are:

- The set of actions in which programme inputs are utilised to achieve the results expected from the programme;Actions through which inputs are employed to achieve the objectives of the programme; and
- What the project does with the inputs to fulfil its objectives e.g. training, materials development, disbursing bursaries, teaching demonstrations, amongst others.

Monitoring activities involve keeping track of actions used in implementing a programme.

Examples of Activity Indicators:

- Number of training sessions conducted; and
- Number of people attending training.

Outputs are the third stage of the results chain. They are:

- The results obtained at the end of activities using inputs;
- The direct products of programme activities;
- Tangible or physically-discernable deliverables;
- The immediate results of programme activities; and
- Achievements or things that have been produced by project managers or service providers.Outputs are important because they describe the link between activities and the desired benefit(s) for participants or target populations. If given enough resources (i.e. inputs), managers can control and manipulate output levels. In a training programme, the number of sessions held and the number of beneficiaries served are outputs. With enough staff (trainers) and supplies (training materials), the programme could double its output of sessions and beneficiaries.

Outputs are usually measured in terms of the volume of work accomplished, for example:Training participant assessment results;

- Number of contact sessions conducted;
- Number of training materials distributed;

- Number of participants served, shown by participant registers, and
- Training report received.

Monitoring Outputs requires tracking the direct products/deliverables of activities. For example:

- Number of participants who have received training;
- Participant assessment results;
- Number of materials produced;
- Number of participants placed; or
- Number of sessions delivered.

Outcomes are the fourth level of the results chain. They are:

- The **effects** of programme/project outputs;
- Considered the programme's intermediate results;
- Refer to the **change** expected as a consequence of the input/activity/output;
- Are the **benefits or changes** for individuals or populations during or after **directly** participating in programme activities; and
- Relate to changed behaviour, skills, knowledge, attitudes, values, conditions, or other attributes.

Outcomes are what participants know, think, or can do…or how they behave… or what their condition is… that is **different** once they have participated in the programme. Outcomes are generally achieved in two to five years.

Examples of Outcome-Level Changes:

Type of Change	Example
Change in Circumstances	Participants at a higher level of competence
Change in Status	Under-qualified to qualified
Change in Behaviour	Satisfactory skills practise for a project to exemplary skills practise (e.g. sewing/clothes production)
Change in Functioning	Improved production of clothing
Change in Knowledge	Better understanding of the method of sewing and clothes production
Changes in Skills	Greater ability to sew and produce clothes
Changes in Attitude	Greater confidence in sewing
Maintenance	Continue to sew and produce clothes

4.1.2.2. Outputs vs. Outcomes

Most projects/programmes do not consistently track what happens to participants after they receive services. Therefore, these programmes cannot report, for example, that 70 percent of participants were placed, or that training was followed by an improvement in production. In other words, many organisations do not have much information on their programme's outcomes. The final stage of the results chain is the impact indicators, which are:

- The long-term results of the programme's outcomes.
- Ultimate outcome to be achieved over the long-term.
- Are generally achieved in 5-10 years. Encompass changes in the enabling environment as well as individual/organisational behaviour

Individual/organisational behaviour changes may include:Policies/policy change;

- More efficient systems;
- Stronger institutions;
- Different patterns of work;
- Non-use of a certain resource;
- More qualified cohort of employees; and
- Improved production.

4.1.3. Measuring the Effects of Training

The Strategic Training Model (also known as the Kirkpatrick Model as it was developed by Donald Kirkpatrick) is used to evaluate training. The model states that the function of training is to transfer knowledge, skills, or attitudes and that the purpose of training is to change actual or potential behaviour. The model specifies the importance of measuring satisfaction and learning which occurs during a training activity.

The Kirkpatrick model consists of four levels. Each successive evaluation level is built on the information provided by the lower or previous level.

Within the model, it is assumed that lower levels need to be fulfilled before the results of the next level can be achieved. For example, the model assumes that learning cannot take place if there is no satisfaction with the training session.

In other words, each successive level represents a more precise measure of the effectiveness of the training programme. The four levels are listed below:

- **Level 1**: Reaction – a measure of satisfaction

This is an attitude measure that assesses the perceptions of the trainees in terms of whether they were satisfied with the quality of training. It is an affective scale. It attempts to answer questions regarding the participants' perceptions such as: *Did they like it?* And/or *was the material relevant to their work?* It is the surface of the evaluation only, and so is regarded as Level 1.

- **Level 2**: Learning – a measure of learning

This shows a measure of learning. The question asked here is whether the trainees learnt, or acquired the knowledge, skills, or attitudes the training was intended to convey.

- **Level 3**: Behaviour/Transfer – a measure of behaviour change

This assesses whether the trainees were able to apply their new knowledge, skills or attitudes to their jobs. This level measures the transfer that has occurred in learning behaviour due to the training programme.

- **Level 4**: Results – a measure of results

This assesses whether there has been a measurable difference to the performance of the organisation. This is the most difficult to measure, and it is difficult to link this directly with the training programmes.

The evaluation of the training sessions typically focuses on the first two levels – achievement of Satisfaction (Level 1) and Learning (Level 2).

4.1.3.1. Sources of Data

What follows in the table below is a list of some of the sources of obtaining data that can be included in the research process. All of the information listed below can be obtained by making use of questionnaires, observations and a desktop review, which is what was done during the 2003 research process.

Data Source	Examples of Research Questions
Records	What are the indicators that you would assess when using records?
Reports	What are the items which must be included in reports that you will receive from training providers, ESP2s, projects, etc?
Training Records/Training Evaluation	➢ How will you assess participant satisfaction? ➢ How will you assess learning (change in beneficiary skills, knowledge, attitudes AND/OR values)? ➢ How will you assess application of knowledge? - What training evaluation model will you use?
Training Materials	How will you assess quality and effectiveness of training?
Materials Distribution	How will you assess whether the materials have been distributed adequately and timeously?
Respondents Comments	What items are important? For example: ➢ Expectations met ➢ Response rate to questionnaires ➢ Speed and accuracy of response
Overall Project Assessment by Indicators of Success	What measures will you use to assess whether projects have been successful? For example: ➢ Pre and post test results ➢ Income generation ➢ Sustainability ➢ Marketing strategies etc ➢ Client satisfaction ➢ Utilization of research findings

4.1.3.2. Determining Which Data to Use

Data could be collected from existing (data-bases, reports, etc.) or new information sources (interviews, direct observation). The type of data to use, either qualitative or quantitative, will depend on the nature of the indicator. It will also depend on the timeline, the questions and the resources available. It should take into account what kinds of data are needed and assess the feasibility of the alternatives. Planning for data collection should be matched with planning for data analysis to ensure only 'useful' data is collected.

4.1.3.3. Self-Reported Versus Objectively Verifiable Indicators

While self-reported data gives the respondents' own views directly, it has potential validity problems, as often the respondent *will state what they think they you want to hear*. Objectively verifiable data, on the other hand, provides evidence of behaviour. For example, do not simply ask a beneficiary if she a particular methodology in the workplace, rather observe her in the workplace and make your own judgement. If a project manager says she compiles monthly financial reports, then ask to see them and make a judgement on the quality/completeness of the reports.

4.1.4. Performance Targets

Performance targets identify the specific planned level of result to be achieved within an explicit timeframe. They may be qualitative or quantitative, depending on the nature of the indicator. They also identify how much of a change is expected from year to year.

Targets may express different dimensions of results to be achieved within a specific timeframe:

- Quantity (how much)
- Quality (how good) or
- Efficiency (least cost) values

Targets may be conceived in terms of:

- **Final targets:** planned value of a performance indicator at the END of a performance period; or
- **Interim targets (baseline and intermediate):** values in between baseline and final target year.

Baseline information can be collected at an agreed-upon timeframe against which you measure future performance.

Benchmarking is checking progress others have achieved with similar programmes/projects and using this information to set ambitious but achievable targets, for example:

Output Indicator: the number of participants that complete training programmes

Target: 95 percent of participants complete training programmes by 2004

Outcome indicator: the number of participants that are placed in a project

Target: 70% of participants are placed in projects by 2005

4.1.5. Instrument Design

Develop the instruments based on the indicators chosen. Instruments are the tools used to collect data.

Quantitative	**Qualitative**
Questionnaires / Interviews	Interviews / Questionnaires
Surveys	Focus Group Discussions
Case Studies	Case Studies

Observations	Observations

Note: Qualitative questions can have pre-coded responses that the respondent can choose or specify *other*.

Issues to consider when developing an Instrument:

- Think ahead to how the data will be recorded and organised for analysis.
- Finalise sample selection so that age, gender, literacy, culture, language, etc, can be accounted for when designing the instrument.
- Consider how items in the instrument should be organised and the effect of answering specific questions before others.Ensure that instruments are clear, neat and easy to follow.
- Consider the length of the instrument (number of pages) in light of the sample chosen.
- During pre-test, time the responses.**Issues to look for in the Instruments:Terminology**
- Unfamiliar terms, terms that make respondents uncomfortable, or too complicated to understand.
- **Typos**
- **Accuracy**: Are the indicators captured accurately?
- **Reliability:** Do you think that you will receive high quality data from the instrument questions? **Maximum possible responses:** Close-ended questions – do they include all the possible **responses** (you should do some role play to ensure that all responses are included)
- **Relevance:** Are all the questions **relevant**? Can any be cut, without compromising the quality of the instrument to make it shorter?
- **Ease of administration:** Are the instruments going to be **easy to administer**? Could they be made easier? While you manage your project, will the data from these instruments make your work **easier** or **more difficult**?
- **Errors:** Are there any other **errors**?
- **Cost of administration:** How much will it **cost** to administer? Do you have the budget, human or other resources (travel)?
- Are any instruments **missing**?

The 10 Principles of Good Instrument Question Writing

- Avoid jargon, slang and abbreviations.
- Avoid ambiguity, confusion and vagueness.
- Avoid emotional language.
- Avoid double-barrelled questions.
- Avoid leading questions.
- Avoid asking questions that are beyond respondent's capabilities.
- Avoid false premises.
- Avoid asking about hypothetical scenarios.

- Avoid double negatives.
- Avoid overlapping or unbalanced response categories.
- Also be careful not to threaten.There are various types of questions that can be asked in an instrument:
  - **Knowledge Questions:** We sometimes want to find out whether respondents know about an issue or topic. However, it must be worded carefully as this can threaten respondents who do not wish to appear ignorant.
  - **Skip or Contingency Questions:** A contingency question is a two (or more) part questions where the answer to the first part of the question determines which of two different questions a respondent next answer. This helps as some questions apply only to specific respondents. For example,

    "Do you have a project constitution" ___ yes ____no

    If yes, may I see it? (If no, skip to the next question)
  - **Open-Ended Questions:** Asks a question to which respondents can give any answer.
  - **Closed-Ended Questions:** Asks a question and gives the respondent fixed responses from which to choose or the evaluator ticks the answer elicited from a list, without showing the list to the respondent.
  - **Verification Questions:** Used to confirm the existence of objectively verifiable indicators.
  - **Scale:** Quite often, when asking an opinion, responses can be worded in a scale, from excellent to poor or appropriate to not appropriate. However, always have a "not applicable or don't know" category for respondents that do not have an opinion on the issue.

It is critical that the correct type of question is chosen. Also pay attention to word usage and question sequence.

4.1.6. Data Collection

Confidentiality: It is very important for fieldworkers to assure respondents that the information collected is confidential, and will be used only for project monitoring and programming purposes. This is particularly important for information gathered from individuals – in these cases the fieldworker must be very clear that the information will not be used to describe the respondent alone, but that the respondent's information will be combined with others to describe a general situation with the group.

Skip Patterns: Nearly all the instruments contain skip patterns that require the fieldworker or respondent to make a determination of which items to ask next. Fieldwork supervisors and trainers must emphasise these carefully and monitor instruments as they are returned for the following errors:

- Questions for which there is a response when there should be *no* response; and
- Questions for which there is *no* response when it appears that there should be a response.

Project Number: The project number is used to uniquely identify a project and link it to other sources of DoL data (e.g. TUP system).

Individual ID Numbers: Likewise, to track the training of individuals, individual ID numbers may also be needed for various data collection instruments as well as for recording training activities by individual.

Names of Individuals: As discussed in confidentiality above, it is very important to assure the individual that their names are being requested for project management purposes and not to identify single responses with them specifically. Nevertheless, it may prove difficult to obtain names from some individuals, and for many instruments, a field for names may be omitted entirely.

Fieldworker Notes: While the fieldworker is at the project, it is important for fieldworkers to keep good notes. This will provide much of the contextual information necessary to explain deviations from the norm and will make the fieldwork debriefing a much richer session.

4.1.7. Analysis Plan

Develop an Analysis Plan before the instruments have been field-tested. The data analysis plan details how the instrument questions address each specific indicator. Remember, there may be many questions linked to one indicator! If there are questions that are not linked to any indicator, eliminate them!

4.1.8. Field Test

Once the first drafts of the instruments are completed, field-test the instruments in order to ensure validity. They should be field-tested with a small set of respondents similar to those in the final sample. During a field test, the researcher should ask the respondents whether the questions were clear and explore their interpretations. Once, the field test is completed, refine the instrument.

4.1.9. Data Entry

Unless you only have a small amount of data, it is critical to ensure that data is captured in an appropriate database. Equally important to the collection of data is the accurate entry of data into the project database. Employing staff with the following characteristics will facilitate accurate and timely data entry:

- Computer literate and familiar with Microsoft conventions (drop down boxes, use of mouse, etc.).
- Fast, accurate typing skills. Ideally candidates should be tested and assessed for speed and accuracy; and;
- Fluency in English and familiarity with the languages being used in the instruments (e.g. Afrikaans in the Northern Cape, etc.).

4.1.10. Data Analysis

Data is meaningless if it is not analysed. There are a variety of software programmes available for analysing both quantitative and qualitative data. However, before data can be analysed, it must be "cleaned". Even with an OCR scanning system, often data is placed in the wrong category or contains other errors. Someone needs to be given the responsibility to analyse the data. With software available today, also automatic reports on an indicator can be set up. For example, if there are 12 different questions from five instruments that are combined to give information on the indicator, than an automatic report on that indicator can be generated. This allows individuals without the necessary statistical information to easily analyse data.

4.1.11. Report Writing

When looking at data from multiple regions or provincials sources, it is very helpful to have a standardised reporting format. This ensures that critical information is not left out and that comparisons can take place between provinces and/or regions.

4.2. SAMPLING AND DATA COLLECTION TECHNIQUES

4.2.1. General Principles of Sampling

One of the problems that we face in research (and in all evaluations and monitoring systems) is deciding what population size can supply the information we need for the project. Sampling is a scientific method of measurement, which allows for generalising or inferring to the larger population. The choice of sampling methods and sample size depend largely on why we want data and what we want to do with it.

While there is no single right answer to the question of how large a sample should be, there are numerous methods that can be used to obtain a sample (see Figure 1). *Probability Samples* use the theory of probability to give each member of population the same opportunity to be selected. Thus, the results of probability samples can be generalised to the larger population. Thus, probability samples are more likely to be **representative** of the entire population. On the other hand, *non-probability samples* select members intentionally or without standard rules. As a rule, non-probability samples can only be used to describe the sample selected and cannot be generalised to the larger population.

More detailed information on each of the methods listed in Figure 1 follows. In addition, examples of most of these methods can be found in Figure 3 at the end of this chapter.

Figure 1: Sampling Methods

Probability Samples	Non-probability Samples
Random	Purposive
Sequential (or Systematic) Sampling	Convenience
Stratified Sampling	Snowball
Cluster Sampling	Quota
Timeframe	

4.2.2. Probability Samples

1. *Simple Random Sampling*: Simple random sampling is the most straightforward method of sampling. It involves randomly selecting some proportion of all the final sampling units (e.g. projects, managers, beneficiaries, etc.) for study. Each unit in the population has an equal chance of being selected for the sample. However, simple random sampling requires a complete, numbered list of all the final sampling units, which in some cases is difficult to compile. A random number table (see Figure 2) is used for the random sampling. While there are five digits in each cell, use the appropriate number of digits for your random sample selection, and you can either work across the rows or down the columns of the random number table.

   For example, let us suppose that you need to conduct a random sample of 100 items from a list of 736. We will start with the first five digit number (91728) in the random number table and make use of the first three digits (917). Since 917 does not fall within our list of 736 items, we move down to the next five digit number (56489). We look at the first three digits (564) and this indicates that our first sample item is the 564th item. Continue using this methodology (the next sample item is the 260th item, etc.) until you have selected 100 items.

   Advantages: The results of simple random sampling are generalisable to the larger population.

   Disadvantages: Each member of the population has to be known and identified in a list.

2. *Sequential (or Systematic) Sampling:* This method is somewhat easier and more convenient than simple random sampling. With this method, participant names are selected at chosen intervals from a list. The first name is chosen randomly, and then the additional names are selected by taking every third, fourth, tenth, or nth name until the desired sample size is achieved.

   Advantages: If the original list from which the sample is drawn is organised at random, then the sequential sample is equivalent to a simple random sample.

   Disadvantages: If the original list is drawn up with a pattern in its sequence, the sample will be biased.

Figure 2: Random Number Table

91728	44078	96998	25780	58455	99398	16299	30849	56199	45791	18570	29895	7607	89572	52690	70464	20532	50443	64823
56489	18412	62384	48356	75118	51724	7962	62571	13801	10633	2448	67832	89598	62241	8618	57946	20735	91040	44269
26008	30424	44745	71156	73603	52920	32012	56567	28693	22644	99987	97585	40238	5032	99367	24618	99400	42672	64405
49864	5438	98149	44583	87573	37067	80217	52738	22178	48264	19350	20110	40749	42085	32769	66135	87928	50806	64671
39666	4377	80040	38685	96850	54884	5688	88314	54190	6957	62954	20328	99145	25362	57235	21427	61430	91451	31827
83576	92168	37324	72652	78431	59142	55787	17989	81991	95926	25836	69393	13558	631	57294	68296	26794	88383	72800
23670	80579	84178	799	71974	99821	43125	50789	90272	35574	5704	42530	45130	58296	767	30820	90684	91403	10505
87975	76200	53759	19222	76617	25341	85869	89617	14629	31322	62636	75475	75436	73633	16104	46156	38379	51443	75871
26124	80985	95411	51349	9322	52887	66059	93470	20527	91142	41374	32300	43184	13209	49485	65678	13028	99745	3989
89224	48066	62669	15806	9590	64712	2723	42518	14275	12582	9893	60624	78947	40480	46413	19390	16444	49445	99840
16945	56219	70292	83056	84787	39471	8409	60760	16240	38967	52721	2834	37041	47563	80565	61660	48533	81939	13101
68995	89831	64408	65234	45348	53418	23153	7967	3207	90746	83253	23619	84503	72779	15167	58008	85127	56060	52025
83774	11014	22528	147	17261	99443	35455	92555	13866	64339	14066	97892	2900	42295	28319	37390	73110	81942	65509
42548	51674	42715	27867	39232	7665	54904	58891	1231	29431	8636	49709	42290	53164	95177	62109	39033	60637	75271
64710	20643	66849	39263	77285	57101	96155	28881	945	98860	75508	62576	62870	63572	55039	96969	43323	97335	66539
63165	93728	94343	89748	33536	5512	35890	81693	89378	94102	89666	71232	46334	75514	90964	95384	77535	96106	8001
40560	45532	29546	76068	75350	8114	78700	97206	12674	59472	79232	3529	47061	60679	89791	57068	1857	10567	60706
40497	85910	64852	78287	41305	65074	86565	36817	90469	33320	26900	6028	22247	21495	37898	25824	50810	9045	62681
78253	65886	91014	5189	27810	8425	50837	90848	15566	55301	33249	38154	71746	43830	30152	28796	32991	24347	64861
6726	60284	15637	76386	26291	82058	93008	31185	27787	27832	97355	64451	41273	50353	71747	39207	44071	71818	158
75398	44114	94338	94110	84544	24230	39688	30293	10743	80838	64143	21112	59108	53389	12792	54159	35051	47583	8138
76322	63173	16930	97452	15667	38601	92162	19744	35484	46763	89287	55276	10858	47845	69191	3803	16748	47367	50568
66649	15644	69687	45869	1547	33766	22164	16953	87813	48022	26002	83088	53066	87662	23548	83322	42079	91795	20860
37893	12167	98162	96011	91455	9461	14744	29528	12735	8861	51560	56871	81329	1819	50614	56453	30235	19327	50809
2140	94216	48465	39993	72352	35922	13664	23909	75847	77078	20539	28795	1253	98196	76344	24413	87415	68523	53665
61458	48058	32617	89494	9373	81388	98574	55392	9903	20920	62821	77929	69327	82278	45165	94453	23030	45423	96938
62625	61463	6986	43373	71397	44207	77525	65801	94388	61531	27414	66399	10635	6220	6352	87505	6859	77638	64724
75058	34685	37439	96897	1716	96907	97725	4668	58993	79548	78594	7897	16036	6669	83452	15921	12177	83870	5922
52831	73191	64944	86567	78534	36705	35228	94795	57045	29891	83312	64623	31661	52888	11672	9061	3522	26574	15936
34633	63695	99933	8600	46315	75279	82753	80519	22842	91397	32818	28634	4868	49362	51474	18688	42195	10806	88513
32432	87083	55613	38712	77856	21022	91372	62566	65890	41602	20594	4938	77394	96024	8082	86273	37304	35314	26903
44172	13651	34399	25967	52017	93718	30391	81218	70272	42931	18556	6618	27256	28236	14398	28143	79891	25227	45087
92844	78189	15041	43163	57278	16716	51717	94447	63929	32066	77237	24983	15875	82995	90914	94509	99814	29822	66623
43231	19607	27777	38990	94169	81895	68611	65469	3589	77865	95016	65072	72685	47373	82479	21491	84350	73390	42078
82916	26280	2108	97253	89662	9628	10004	86829	79043	83724	18355	78424	41804	11162	73271	28251	40180	89616	91159
49574	12138	99224	60236	1127	88024	4866	86393	93601	13793	14186	45382	75616	47801	29002	57439	39816	85482	6533
72409	56938	92585	42321	47203	97135	26727	49075	49157	121	52433	31802	66033	3487	22033	86061	31103	20172	68028
77156	14992	87483	53367	56545	34281	63976	56392	43359	57029	38782	19888	12117	38651	27799	98799	77047	67341	12936
34228	59830	28700	56993	50813	66532	58929	84038	99788	77246	14052	30597	29937	27004	14969	11078	22217	30415	41066
98423	49581	30802	87072	90228	63318	80658	92848	37173	88826	8146	80866	770	99774	53536	43431	33634	47960	39999

3. *Stratified Sampling*: Simple random sampling does not always ensure that you will obtain a sample that properly reflects the different groups in a population. There is no guarantee, especially with small sample sizes, that the sample you select will closely mirror (or match) the important characteristics of your population (e.g. gender, ethnicity). To ensure more representivity, stratified sampling techniques can be used.

   Prior to selecting the sample, the population is divided into categories or strata. The characteristics used should be important to the representativeness of the sample, since stratifying minimises the differences within categories and maximises differences between.

   Advantages: Can allow for greater representivity in the sample.

   Disadvantages: Again, each member of the population needs to be known and identified

4. *Cluster Sampling*: This method is quicker and cheaper than simple random sampling and enables the evaluator to identify participants in the sample when the total population in unknown. It selects samples from a list of groups (*clusters)* rather than single individuals or small entities. With this method, the area of interest is divided geographically into primary sampling units – for example, districts or regions– and these are random selected and further divided into subunits – for example, clusters -- with the process continuing until the lowest level of sub-unit has been identified. If cluster sampling is done properly, each member of the target population has at the outset an equal chance of being selected.

   From the randomly selected subunits, an equal number of respondents are selected for data collection. A widely used formula calls for 7 respondents from 30 clusters.

   Advantages: This method provides a fast, logistically simple, and inexpensive way to determine knowledge and practices regarding a defined activity (e.g. continuous assessment) from a large possibly dispersed population.

   Disadvantages: provides reliable information only about the population as a whole. Sample sizes are generally too small to draw conclusions about a single cluster. Moreover, when communities encompass both “high-“ and “low-end” groups, the overall averages obtained through cluster sampling can be misleading.

5. *Timeframe:* This approach looks at a particular period of time and draws on the total population during this period uses one of the above probability sampling methodologies to draw a sample from the timeframe population.

   Advantages: It allows the researcher to focus on key timeframes that will allow relevant and meaningful data that to be collected. For example, it would not make sense in some cases to sample and conduct research at projects that have been completed. In financial auditing, timeframes usually relate to fiscal years. If the drawn sample is large enough, inferences can be made about the population.

   Disadvantages: If the timeframe period is too narrow, the sample may be too small to make inferences about the population. Also certain characteristics of one timeframe may be different from another timeframe.

4.2.3. Non-Probability Samples

6. *Purposive Sampling:* There are times when you want to study a subset of a larger population that is easily identifiable but for whom listing all the members would be nearly impossible. For example, you may want to interview community leaders for their views on labour projects. These individuals are important because they are visible and active

members of the community, but no comprehensive list of these people exists and you have no feasible way of composing one from which to sample. In this instance, it is appropriate to speak with every individual of this subset that you could contact. Other examples of purposive sampling include sampling extreme or deviant cases – such as particularly enlightened or troublesome individuals or institutions.

Advantage: It is easy to select members of the sample since you select them based on your knowledge of the population and the purpose of the study.

Disadvantages: The results of this sample cannot be generalised beyond the sample that is selected.

7. *Convenience Sampling:* Samples of convenience are drawn on the basis of opportunity of participants. Participants are often members of an intact group – for example, beneficiaries of a project, people in a shopping mall, DoL officials attending a conference.

   Advantages: Convenience samples are very easy to implement because it is easy to recruit participants.

   Disadvantages: This sample offers the least amount of generalisability to the total population.

8. *Snowball*: Snowball sampling, also known as chain referral sampling, is especially useful when members of difficult to identify populations (such as adolescents involved in high risk activities) know one another. In a snowball sample, the researcher initially identifies a small group of members of this population, and these members are then asked to refer other members. Each new participant is then requested to name additional people. The success of this type of sampling is dependent on the number of member contacts with other members of that population.

   Advantages: Assists in identifying hard to reach populations.

   Disadvantages: Socially isolated members of the population have a reduced chance of being included in the sample because they lack the initial contact for referral. And like convenience sampling, the ability to make generalisations about the full population is limited.

9. *Quota:* This approach is the non-probability equivalent of the stratified random sample. Using knowledge of the characteristics of the population, a matrix to identify the "strata" of interest is constructed. The evaluator then sets out to fill these quotas or strata. Here, the sample is drawn on proportions of particular characteristics or variables, such as gender, race/ethnicity, and age. Unlike stratified random sampling, where the population is grouped into stratum and randomly sampled from within each group, in quota sampling, the categories are created and filled later.

   Advantages: It allows the researcher to focus on key groups who may not be evenly represented in the general population.

   Disadvantages: Errors occur because of the difficulty in accurately constructing quotas that represent the population. Also, because researchers do not have access to all members of the population within a quota, not all members have an equivalent chance of participating, and therefore the sample may not be representative of the population.

4.2.4. Sample Size

A general guideline to follow when selecting a sample size to best represent your population is: "Make the sample as large as you can afford in terms of time and money and available resources". The larger the sample the more likely the results are representative of the larger population.

There are mathematical techniques to determine representative sample sizes, but as a general rule of thumb for educational situations, samples should consist of at least 30 people.

Figure 3: Examples of Different Sampling Methods

SIMPLE RANDOM SAMPLE		
Selection	**Example** (Bold names indicate that that member was selected for the sample)	**When To Use**
1. Establish the full population from which the sample will be selected. 2. Put all members of the population on one list 3. Consecutively number each individual on the list. 4. Use a table of random numbers to select individuals for the sample	**Beneficiary A** Beneficiary B Beneficiary C **Beneficiary D** **Beneficiary E** Beneficiary F Beneficiary G **Beneficiary H** Beneficiary I **Beneficiary J** Beneficiary K Beneficiary L Beneficiary M **Beneficiary N**	Use simple random sampling when you can arrange members of the population (e.g. people, projects, provinces, etc) in a list.

SYSTEMATIC SAMPLE		
Selection	**Example** (Bold names indicate that that member was selected for the sample)	**When To Use**
1. Establish the full population from which the sample will be selected. 2. Put all members of the population on one list 3. Consecutively number each individual on the list. 4. Randomly select a starting point. 5. Divide the total number of the size of the population by the desired sample size – this is your interval. 6. Proceed down the list from the randomly selected starting point and choose the sample at regular intervals.	Project A Project B Project C **Project D** Project E Project F Project G **Project H** Project I Project J Project K **Project L** Project M Project N Project O **Project P** Project Q	Use when you can arrange members of the population (e.g. people, projects, provinces, etc) in a list.

STRATIFIED SAMPLE		
Selection	**Example** (Bold names indicate that that member was selected for the sample)	**When To Use**
1. Establish the full population from which the sample will be selected. 2. Divide the population into categories (such as gender). 3. Select the sample from each category by using simple random sampling or systematic sampling	**Female A** Female B **Female C** Female D Female E **Female F** **Female G** Female H Male I **Male J** Male K **Male L** Male M Male N **Male O** Male P **Male Q**	Use when you want to be sure that your samples properly reflect the different subsets that comprise the population.

PURPOSIVE SAMPLE		
Selection	**Example** (Bold names indicate that that member was selected for the sample)	**When To Use**
Based on your knowledge of the population and the purpose of the study, select a group of individuals who will provide you with the information you need.	**Person A** **Person B** **Person C** **Person D** **Person E** **Person F** **Person G** **Person H**	Use only when no large list of the population exists from which you can select individuals. Their group is easily identifiable and can give you the information you need.

CONVENIENCE SAMPLE		
Selection	**Example** (Bold names indicate that that member was selected for the sample)	**When To Use**
Sample made up of easily accessible members such as youth or first month of programme implementation.	Person A Person B Person C **Person D** **Person E** **Person F** **Person G** Person H	This type of sample can be heavily biased. To be used only if have no other option.

4.2.5. General Principles of Data Collection

The methods or approaches we use in field research and monitoring depends heavily on three basic techniques for acquiring information: direct measurements, observational methods, or interrogation methods (see Figure 4). Both direct measurement and observational methods can be used to obtain data from human and other populations (e.g. wildlife, forestry, or environmental studies). On the other hand, interrogation methods are (obviously) only relevant for the study of human populations.

Figure 4: Basic methods of data collection

Direct Measurement Methods	Physical measurements Maps
Observational Methods	Participant Observations Non participant Observation
Interrogation Methods	Researcher Administered Techniques: ▪ Non-directed Interview ▪ Directive Interview Techniques (structured interviews, Semi-structured Interviews, questionnaires Respondent-administered Techniques ▪ Self-Administered questionnaires ▪ Diaries ▪ Respondent Tests

4.2.5.1. Direct Measurements

Direct measures tend to be physical measures that normally utilise some type of measurement device in collecting the data (such as thermometers, weight scales, surveying equipment, etc).

4.2.5.2. Observational Methods

These methods evaluate performance of a situation or person through observing the situation or person actually taking place. These methods rely on the ability of the observer to perceive facts, patterns, and relationships. For example, rather than asking a beneficiary whether she knows how to articulate an objective for a particular work function (in a true-false knowledge context), or to indicate how confident she feels about her ability to do this, the evaluator observes and rates her skills as they are delivered in the project. In this example, the evaluator would develop a predetermined list of the requisite skills to be delivered, and then the teacher's performance would be rated against this list.

Observation tends to be a reasonably unobtrusive method of data collection compared with interview methods and direct measurement techniques. We can usually made a series of observations without calling attention to the fact that we are collecting data. This feature gives us an advantage in situations where we are concerned about reactive effects.

There are two common forms of observation – participant observer techniques that are used by anthropologists, and a range of non-participatory methods used with more frequency in medical and educational settings.

Participant Observation: The participant observer lives and works as a member of the social unit being studied, attempting to achieve rapport and deep insight into the community process. The strength of this method lies in the fact that it can produce high quality meaningful data. But there are also several drawbacks to this method. First, the initial investment of time is quite high. Second, the method depends greatly on the skill and objectivity of the individual researcher. Personal biases and individual limitations can greatly

affect the quality of the data. Lastly, there may be situations in which the participant observer may have difficulty gaining access to some types of data – perhaps due to gender or age or other factors.

Non-participant Observation: Non-participant observation does not require that the fieldworker merge himself with the subject of the study. Non-participant observation methods are used to observe human and other populations to gather data on characteristics such as behaviour, quality, and utilisation. The observer keeps interaction to a minimum and concentrates on watching and listening to the study subjects in order to gain information about their processes (e.g. their work methods). The quality of the observation relies on the ability of the observer to notice and record patterns, relationships, etc.

One of the advantages of non-participant observation is that it does not necessarily require an extended period of fieldwork, which gives it an advantage when resources are constrained.

4.2.5.3. Interrogation Methods

When we seek to learn about the attitudes or past experiences of individuals, we often depend on interrogation methods for collecting this data. Asking questions, either through interviews or questionnaires is common practice and is now one of the main data collection techniques used in field research. These methods can be used to gather a wide variety of information.

One advantage of interrogation methods is that they can be used to gather data from a large population relatively quickly. A major weakness, however, is that the methods rely on the testimony of respondents about themselves or other facts with which they are familiar. Self-reporting is obtrusive, and may make the respondent uncomfortable. The data it yields can be influenced by other subjective factors (such as the respondent's concerns regarding reputation, etc.).

The issue of data quality is further complicated if the person being questioned does not understand the terms being used – or the respondent uses those terms in an entirely different way, or simply distrusts the measure. The validity of the data is then lost through evasion, misunderstanding, or falsification.

The above underscores the importance of ensuring that respondents are able and willing to answer the questions. In the following paragraphs, we explore the various methods falling within researcher-administered techniques and respondent-administered techniques.

Researcher Administered Techniques: All of the techniques in this category require the physical presence of a researcher who is in contact with the respondent either through visiting him, telephoning him, or some other device to contact him and ask the research questions.

A variety of questions can be asked in interviews – open-ended interviews are those that ask only a few broad questions. In contrast, other interviews use a larger number of narrowly focused questions. Below we classify interviewing techniques into two categories by the degree of "structure" that each achieves for the questions and responses.

1. ***Non-Directed Interview:*** Non-directive and semi-directive ways of interrogating allow respondents to give us answers that help us formulate hypotheses. They are particularly useful when we know very little about a population. The basic forms of non-directive interviews are:
    a. In-Depth Interviews: which may be totally unstructured or focused on a particular subject. In-depth interviews can be used to gather information from individuals or groups (i.e. Focus Group Discussions). They are useful if we

have the time and resources to fully pursue the meaning of the statements made by the respondents.

b. Projective Tests: These tests ask the respondent to react verbally to a stimulus (such as Rorschach ink blots, sentence completions, word associations, or interpretation of drawings). These tests are useful in understanding how members of the population will vary their behaviour in response to our project interventions.

2. ***Directed Interview***: In directive interviews, questioning follows the specific intentions of the researcher, not the conversational inclinations of the respondent. The advantage of directive interviewing is that all respondents are asked the same question in the same way, thus answers are comparable. When this type of interview is conducted as part of a sample survey, we can compare and classify answers and make general statements about the population as a whole.

   Sometimes our questions are structured but our answer categories are not predetermined – requiring us to later classify answers through "content analysis". There are two commonly used procedures:

   a. Face-to-face Interviews: This is the most common technique used in South Africa. This technique requires direct contact between the interviewer and the respondent. In theory, this process maximises our control over the measurement process, since measurements are constant, pre-printed on the instruments, and supposedly leave no alternative to the fieldworker except to ask the question as written and in the sequence written. In reality, interviewer bias can occur and can undermine the quality of face-to-face interview data.

   b. Telephone surveys: As yet, there are very few populations in South Africa for which the telephone survey is feasible.

Respondent Administered Techniques: With literate populations, we can often accomplish our research objectives using self-administered questionnaires and tests. As in the case of interviews, these instruments can be either structured or unstructured.

Two advantages are normally associated with these techniques. The first advantage is the reduced study costs, both because less labour and less highly skilled personnel are required to collect the data. The second advantage is less interviewer bias and/or respondent bias in self-administered instruments because of the absence of extensive contact between the research and the respondent. However, mail-in questionnaires are normally associated with very low response rates. And those who do respond are in some way different from those who do not, because both groups are self-selected.

1. ***Diaries***: A self-reported diary is a self-monitoring technique that has been applied more commonly in health education programmes. Participants are asked to record certain behaviours over a period of time. With daily recording, the participants' ability to recall is presumably strengthened thereby increasing the reliability of the diary method. Because they only require pencil and paper, they are relatively inexpensive to administer. However, participant compliance can become problematic if the period of recording is too long.

2. ***Self-administered questionnaires:*** When money and staff resources are scant, self-administered questionnaires can be the only viable option. The costs of interviewing are eliminated, but a major limitation is that low literate and illiterate populations may have difficulty following instructions or clarifying confusing questions or instructions

for a participant. Furthermore, when self-administered questionnaires are mailed to participants, the non-response rate may be as high as 90%. This is problematic because it results in a biased sample and therefore will compromise the validity of the study findings.

One of the limits of self-administered questionnaires is it requires a certain level of literacy among the respondents. However, for situations where literacy is limited, an alternative method, the **INTERVIEW CLASSROOM TECHNIQUE**, can be effectively used to obtain the required data.

The interview classroom technique is an approach designed to accommodate varying literacy levels of interviewees. A questionnaire is formulated using pictorial instead of written language. The facilitator then verbally administers the questionnaire to a group of respondents in the local language.

This technique allows literate respondents to fill out the questionnaire rapidly and return to work. For those that have difficulty with literacy, the facilitator goes over each question using the local language, showing the questionnaire and the graphic answer sheet utilising an enlarged poster of the questionnaire. This process enables respondents to mark the appropriate box on the questionnaire and maintains the confidentiality of their responses.

3. ***Tests***: Also in this category are the paper and pencil methods for collecting data, which requires the use of measurement or interrogation concepts – such as, written examinations to determine whether some body of knowledge has been absorbed or other psychometric tests.

4.3. ORGANISING AND SUPERVISING FIELDWORK

4.3.1. Basic Qualifications of Fieldworkers

Each project must ensure that its fieldworkers have the requisite knowledge base and skills to competently complete the instruments. In the cases where DoL officials will collect data, the following falls away. However, if projects decide to employ external fieldworkers, than they should possess the following minimum skills:

- Fluency in the relevant local languages and English;
- Matric + 3 or greater;
- Valid Driver's License;
- More than 25 years of age (for car insurance purposes as well as other reasons);
- Not a relative of any project managers;
- Good interpersonal skills;
- Willingness/commitment to returning to a project to finish collecting data that was not completed in the first trip; and
- Previous fieldwork experience highly desirable.

The above list is meant to serve as guidance in the recruitment of **external** fieldworkers for monitoring purposes.

4.3.2. Training

4.3.2.1. Adult Learning Theory

All fieldworker training should be based on adult learning theory. Indeed, the foundation of all training is adult learning theory. There are six primary principles of adult learning theory:

1. **Adults have a need to know why they should learn something.** At a minimum, the training of fieldworkers should be introduced by expressing to participants the benefits of knowing the information, or the costs of not knowing.
2. **Adults have a need to be self-directed.** Self-direction in training can be as formal as a self-study course that the participant engages in when s/he feels the need to attain new knowledge, or individual or small group activities in which the trainer defines the objective but the participants carry out the activity in their own fashion. Or, self-directedness can be as informal as asking the group if they would like to work through a break in order to leave class a little early.
3. **Adults have a broad range of life experience from which to draw and contribute.** This principle of adult learning goes to the heart of facilitation. An adult learning experience will not be fruitful if it is strictly a lecture given by the trainer. Adults need the give and take of dialogue with the trainer and with other participants in order to link new information to their personal experiences.
4. **Adults become ready to learn when their life situation creates a need to know or need to be able to do in order to be able to perform more effectively and satisfyingly**. Adults learn best when they voluntarily choose to attend a training session. This principle is often difficult to apply in a business setting since much training is considered to be required. It is best to get the participant to feel for himself that participation in the course offered is in his/her best interest.
5. **Adults enter into a learning experience with a task-centred or problem-centred orientation to learning.** Adults see much more value in training that has immediate applicability to their personal lives or their work lives. It is important to sufficiently explain to the training participant the value and immediacy of the knowledge and skills presented in the training.
6. **Adults are motivated to learn more by intrinsic, rather than extrinsic (grades, raises) motivators.** While virtually every training programme will provide the successful participant with a certificate of completion, one rarely sees them posted on the walls of the workplace. An adult will take on new knowledge for reasons that will benefit him/her personally. Again, it is important that one stresses the value of the training and the knowledge for the individual's development and growth.

4.3.2.2. Training Issues

There are a few other important considerations when designing and implementing the fieldworker-training programme.

- First, the purpose of the training must be clearly defined for the facilitator, as well as for the participants; to ensure that correct learning objectives result. This training should not simply give participants knowledge, but build skills in data collection. The training objectives established for each session should begin with action verbs such as: list, define, explain, or demonstrate.

- Second, at the end of the training, the participants should be able to demonstrate their increased skill – not just their increased knowledge. After three to five days of application training, participants should be examined on their skills – and not given a multiple choice and fill-in-the-blank questions based on what they have learned. Indeed, the intent of the training is to have participants be able to do the work – not explain it.

4.3.2.3. Suggested Training Schedule

At a minimum, training of all fieldworkers (both internal and external) should last at least two days and must include at least one full day each for classroom instruction and field practice. A suggested training schedule is found in the Facilitator's Manual. For those LMIS staff who have already undergone training, a one day refresher course could be offered just to bring them back up to speed with the research process. These LMIS staff could then go back to their respective provinces and train further LMIS staff in the skills required to run the research successfully.

It is important that the supervisors of the data collection attend the fieldworker training. Active involvement of the supervisors is necessary for understanding the capabilities of the field team and the problems that they may encounter during fieldwork.

A suggested training schedule for fieldworkers, presented in Figure 5, is designed to provide fieldworkers with opportunities to practice and apply the data gathering skills that they are being taught. It is important that fieldworkers are asked to practice these skills as quickly as possible after the teaching session. This is done in the training session through practice sessions between themselves and through a one-day practice session in a real project environment. The practice sessions may need to be extended to more than one-day depending on the skill level of the fieldworkers.

During the one-training practice session, each individual should be accompanied by an experienced fieldwork supervisor who can discuss the interviewer's performance – strong points as well as weak points.

Finally, during the training session, it is incumbent upon the facilitator and the grantee to ensure that each fieldworker gains actual skills. This should be formally assessed through demonstration of these skills at the end of the training session.

Figure 5: Illustrative training SCHEDULE for Fieldworkers

DAY 1	
8:00-8:30	Registration
8:30-9:00	Introduction and Training Schedule Overview
9:00-9:30	Overview of Relevant Research Project
9:30-10:30	Pre-test
10:30-11:00	TEA BREAK
11:00-12:00	Overview of Instruments which Fieldworkers will be responsible for administering
12:00-13:00	Introduction to instruments (Checklist & Beneficiary Questionnaire)
13:00-14:00	LUNCH
14:00-15:15	Review of Checklist (item by item)
15:15-16:15	Review of Beneficiary Questionnaire (item by item)
16:15-16:30	TEA BREAK
16:30-17:30	PRACTICE in Administering the Project Checklist Questionnaire

DAY 2	
8:00-8:30	Welcome and Early Morning Coffee
8:30-9:00	PRACTICE in Administering the Beneficiary Questionnaire
9:00-10:30	Review and discussion of Practicum's
10:30-11:00	TEA BREAK
11:00-12:00	Field Trip to Project Site
12:00-13:00	Practical Administration of Instruments
13:00-14:00	LUNCH
14:00-14:30	Review of Practical
14:30-15:30	Way Forward & Handing Out of Instruments
15:30-16:30	Closing Remarks

4.3.2.4. Responsibilities of the Supervisor

The supervisor is responsible for the well being and safety of the fieldworkers as well as the completion of the assigned work and maintenance of data quality.

Preparation for fieldwork by the supervisor is important for facilitating the work of the team in the field. To prepare for fieldwork, the supervisor should:

- Obtain lists of projects and/or maps of each area where the field team will be working.
- Become familiar with the area where the team will be working and determine the best arrangements for travel and accommodation.
- Contact the relevant authorities (e.g. ESP2s, project managers, etc.) to inform them about the fieldwork and to gain their support and cooperation.
- Obtain all monetary advances, supplies, and equipment necessary for the team to complete its assigned fieldwork.

During fieldwork, the supervisor should monitor fieldworkers each day to ensure that the data is being collected properly and to advise fieldworkers of any problems found in their work. Fieldwork supervisors will need a carefully designed monitoring system to know where all data is at any given time. One of the greatest problems in fieldwork in South Africa is the potential loss of data. Losing data (in or outside of the office) would require expensive re-collection of the data, often irritating respondents.

A suggested fieldwork monitoring system is as follows:

1. Print instruments;
2. Fieldwork Supervisor provides the record number on each instrument;
3. The instruments are logged out to fieldworkers;
4. Fieldworkers complete fieldwork and returns the forms to the office where it is logged in;
5. Supervisor logs out the instruments and checks them to ensure that they have been completed accurately and that all sections are completed;
6. If the instruments are **not** completed accurately, the instrument is returned to the fieldworker who will have to return to the project and collect the missing data;
7. If the instrument is completed accurately the instrument is logged in again and then logged out to a data entry staff member;

8. Once the data entry staff member has completed data entry it is logged back in and logged out to data verification staff for verification;
9. If data entry is **not correct,** it is returned (and logged) to the data entry staff to correct errors and verification process needs to be repeated; and
10. If data entry is correct, then the instrument is logged out to file and filed in a safe place. Ideally the instruments should be kept in a separate place from the data entry system in case of fire.

Finally, the supervisor plays a vital role in creating and maintaining motivation and morale – two elements essential to good quality work – among the fieldworkers. To achieve this, the fieldworkers must:

- Clearly understand what is expected of them;
- Be properly guided and supervised in their work;
- Receive recognition for good work; and
- Are stimulated to improve their work.

4.3.2.5. Fieldwork Scheduling

It is best to inform projects and other respondents through a telephone call or letter that the fieldwork will take place either through a telephone call or a letter. This contact should alert the project or other respondents of the people (particularly those who are generally off-site) who will be interviewed.

It is advisable for the provinces to write a letter authorising the fieldwork and a copy of this letter should be provided to the fieldworkers to present at each project, thus minimising potential conflict with the project or community.

Generally the instruments are designed to ensure that data collection will be relatively quick, taking less than 1 day. Thus, careful management of fieldworkers' time must be undertaken to maximise each fieldworker's productivity and the collection of data in a timely manner.

4.3.2.6. Fieldwork Debriefing

It is generally good practice to hold a debriefing session with fieldworkers where the supervisor checks their work (to make sure that all instruments are filled out completely – if they are not then the fieldworker must return to the project) and report problems and issues. Often it is in this forum that suggestions for future changes to the instrument are made.

4.4. Ethics in Research

It is important that all participants in the monitoring process recognise that monitoring data must have the highest possible accuracy. This requires that all participants in the process show a high level of integrity.

- Research must be carried out with the objective of providing as unbiased as possible a "portrait" of truth.
- Data, information and results shall not be fabricated, falsified or plagiarised. Erroneous data resulting from honest mistakes must be treated according to protocols accepted in the scientific and research community. Selection for data sub-sets for analysis (data dredging) should be documented and reported with any resulting conclusions.

- Conclusions should never be pushed that are unsupported by available data.
- Credit must be given where credit is due.
- The utmost honesty must be practiced in dealing with respondents and fellow officials.

4.5. Bibliography

This chapter presents a listing of some of the documents consulted for the assignment and the preparation of this manual, as well as other relevant monitoring and evaluation sources.

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5. Part Two - The SDFW Research Process

5.1. Introduction

The SDFW research is intended to assist DoL in verifying its National Skills Development Strategy indicators for Objective 4: Promoting skills development for employability and sustainable livelihoods through social development initiatives by 2005. More specifically, "By 2005, the impact of the National Skills Fund is measured by project type and duration, including details of placement rates which shall be at least 70 percent."

For a full introduction of the SDFW research, please refer to Section 1. The sections that follow provide an overview of the research objectives and the research process. This is followed by instructions on how to use the research instruments.

5.2. Research Objectives

Two main objectives were directing the research:

- The first objective of the research was to obtain placement verification statistics in each province to report back on the progress of achieving the NSDS Objective 4 indicator at the NSDS Conference in October 2003 (See Appendix F for DoL Verification Template).
- The second research objective was to determine the sustainability factors present in successful projects, identify challenges for implementation, and make recommendations to DoL on the best practices that enhance sustainable projects (See Appendix A).

5.2.1. Definition of Placement

The SDFW was established by government to help aid in poverty alleviation through the funding of training of unemployed persons working on Social Development projects. A person, who receives training through this funding window, is said to be placed if within two months of the completion of training, the person has been placed on a project for a minimum of three months.

"Within two months of the training being completed the learner must be:

- ❑ Employed in the formal sector;
- ❑ Self-employed;
- ❑ Working in a social development project; or
- ❑ Have secured a learnership agreement with an employer."

(Source: DoL Information Document on the Social Development Funding Window)

5.2.2. Research Assumptions

The following are research assumptions:

- Projects were selected randomly and are, therefore, a representative sample within the designated DoL funded timeframe;
- Questions on instruments are valid and necessary to elicit desired responses;

- Instruments were pre-tested and piloted on a selected group so that questions would be understood by all respondents in the sample;
- Beneficiaries and respondents would answer openly and honestly;
- Training of Unemployed Persons (TUP) system could produce project training and placement records;
- DoL Provincial training and placement records/templates were accurate; and
- The decision to use the Timeframe sample was appropriate.

5.2.3. Research Limitations

Research limitations experienced in August 2003 included the following:

- Over one fourth of the original sample did not respond, thereby limiting generalisations to the global population;
- There was an average of three respondents per project (instead of intended 5 to 10); therefore, views are less representative per province;
- A Hawthorne effect may have influenced the project operations on the researcher visitation day; and
- Researcher bias (although there were attempts to control by using LMIS officials) remains a constraint to the integrity of the observations.

5.3. Instrument Design / Modification

The first stage in the instrument design process is to establish research indicators that are linked to the research objectives. Target groups are identified and questions are developed to collect data that will be used to measure the indicators for the specific target groups.

For the initial SDFW research, an instrument development workshop with LMIS and ESDS officials took place in May 2003. Inputs provided at this workshop as well as information obtained by Khulisa during preliminary project site visits helped produce three instruments: a Project Checklist, a Beneficiary Questionnaire, and an ESP2 questionnaire.

Following the above workshop model, the first drafts of the instruments are completed using the processes discussed earlier in this manual and field-testing of the instruments can begin in order to ensure the validity and reliability of the instruments prior to commencing fieldwork. All instruments need to be pre-tested with a small sample of respondents on a project. During the pre-test, the researcher should ask the respondents whether the questions are clear and explore their interpretations. The information that is gained during pre-testing should be utilised to further refine the instruments before they are rolled out in the research process.

Per the comments and recommendations listed in Part 3, the instruments should undergo further modification. This process will require another round of pre-testing before the instruments are taken into the field.

5.4. Sampling

In order to achieve the objectives as set out above, random sampling should be conducted from a timeframe sample of the population of projects in all 10 of the provinces[1].

[1] DoL refers to 10 provinces as Gauteng has been split into Gauteng North and Gauteng South.

The objective of making of use the Timeframe Sample is to:

- Investigate placement and sustainability factors in all selected projects in all 10 provinces in **which training was completed** within a four month period (in the 2003 SDFW research, this period was between 1 September 2002 and 31 December 2002). From the end of the timeframe period, it will be necessary to add on the **two-month placement window** and **three-month working window** required in terms of the DoL's definition of placement before research can commence.

The reason for choosing the Timeframe sample was that there was a greater possibility that the projects would still be in existence and that the beneficiaries would, therefore, be locatable and working on the project. This modus operandi gives one direct access to project managers and beneficiaries of actual projects and therefore makes the figures and statistics presented much more reliable and far more accurate.

Each province should send in a template containing the names and details of all the projects in their province that fall within the four month timeframe period. In the case of provinces like Gauteng South that only have a few projects (less than 30) that fall within the window period, 100% of projects should be selected to form part of the research sample.

For provinces that have 30 or more projects, select a 50 % sample using the following methodology:

- Create a column in the Excel spreadsheet so that you can number the projects from 1 to N, where N is the total number of projects in the province.
- In a separate cell, use the Excel random number generating function "=rand()" and multiply by N (e.g. =rand()*N) and press F9. This will create a number between 0 and N (you should round up if necessary).
- So for example, if N=50 then you need to use "=rand()*50". Each time you press F9 on that cell, you will get a number between 0 and 50. If the first random number is 26.75, round up to 27 and then highlight the project that has number 27.
- Continue the above process until you have highlighted 50 percent of the projects.
- If re-sampling needs to be done (e.g. if a sample project site needs to be changed for whatever reasons), follow the same process.

5.4.1. Case Study Sample

A case study protocol was designed to organise the observation process (See Appendix C). The language of case studies is descriptive, anecdotal, and in-depth. Case studies place the researcher in an optimal position to identify and offer practical suggestions for improvement. This approach was designed to probe for a variety of evidence on independent factors affecting implementation and to provide contextual understanding.

Qualitative researchers who undertake case studies, study people situated in their natural setting, attempting to make sense of or interpret phenomena in terms of the meanings people bring to them. Accordingly they are able to build a complex, holistic picture, analyse words and report detailed views of informants.

DoL should select one or two "best practise" projects in each province (trying to get a variety of sectors represented) and conduct case studies at these sites.

5.5. Research Fieldwork Recruitment and Training

When choosing the number of fieldworkers to do research, keep the following in mind as these factors will impact on your fieldworker selection and recruitment:

- Size of sample;
- Number of researchers available; and
- Resources available (finances, timeframe).

It is important to ensure that all fieldworkers have the requisite knowledge base and skills to competently complete the instruments. If provinces decide to employ external fieldworkers, then they should possess the following minimum skills:

- Fluency in the relevant local languages and English;
- Matric or greater;
- Valid Driver's License;
- More than 25 years of age (for car insurance purposes as well as other reasons);
- Good interpersonal skills;
- Previous fieldwork experience highly desirable; and
- Experience with NSF funded projects highly desirable.

The above list is meant to serve as a guide for the recruitment of **external** fieldworkers.

In terms of training, all fieldworkers need to be familiar with the instruments being used as well as being able to converse fluently (and contextually) with regards to questions or issues that might arise.

Researcher training should include the following:

- ❖ Familiarity with the research instruments;
- ❖ Familiarity with the research methods; and
- ❖ Experience with administering the instruments.

5.6. Logistical and Management Issues

Below are some of the issues to consider when embarking on a research project of this nature.

1) **Sample Site Details**
   - ❖ Contact person
   - ❖ Location
2) **Time Tabling**
   - ❖ Communicating with Research Site
   - ❖ Logical & efficient way to do research
   - ❖ Geographic considerations
   - ❖ Time constraints
   - ❖ Human Resources (number of researchers)
3) **Reproduction and Dissemination of Instruments** – The person managing the research process will need to know how many copies of each instrument should be provided to each fieldworker. Remember to include extra copies as a contingency measure. If possible, distribute the instruments straight after the

training as all the fieldworkers will be present and this is easier than having to send boxes of instruments into the field.

4) **Management of Research Activity** – At least one person should be responsible for all management issues related to the research process. In this manner, there will be a "gatekeeper" to whom all researchers can report and there will be no confusion when issues arise.

5) **Quality Control** – The research activity must be quality controlled, ensuring that the fieldworkers visit each sample site, all required instruments are returned to the fieldwork manager, and the individual instruments are reviewed for completeness and accuracy. The manager or a team of quality assurers can conduct quality assurance of the returned instruments.

   If any of the instruments are incomplete, the fieldworker should be questioned and, if necessary, sent back to the research site. In cases where the fieldworker is externally hired, the contract should stipulate that payment should only be made for submitted instruments that have been approved for completeness and accuracy. Instruments are normally "rubber-banded" and batched per research site with a batch control sheet sitting on top of the instruments.

6) **Contingency Plans** – It is wise to conduct a risk analysis prior to commencing the research process. Identify all potential risks and then develop contingency or risk management plans should any of these issues occur.

5.7. Data Collection

5.7.1. Instruments

The following tools were developed for the DoL / IQC Task Order 009 Project, and can be found in Appendix B.

- Project Checklist;
- Beneficiary Questionnaire; and
- ESP2 Telephonic Interview Questionnaire.

5.7.2. Project Checklist Questionnaire

The Project Checklist Questionnaire is not a self-administered questionnaire, but instead is administered by the fieldworker to the project manager. The checklist is used to collect data regarding the eight project categories.

The eight project categories are:

- Management and Administration;
- Sustainability;
- Finance;
- Infrastructure;
- Training;
- Post Training Aftercare;

- ❖ Beneficiaries; and
- ❖ Marketing.

The timeframes used and designation of responsibility for the instrument administration are illustrated in the following table:

Instrument Name	Frequency of Data Collection	Target	Sample of Target	Responsibility for Data Collection	Submit Raw Data to
Project Checklist Questionnaire	Twice a Year	Project Manager	100%	LMIS Staff	Khulisa / DoL

This questionnaire needs to be completed by the project manager and administered by the fieldworker, as it has not been designed to be a self-administered questionnaire. What follows is a summary of the questionnaire section by section.

Section A

- Commences on page 2. The researcher who is filling out the instrument needs to take down all interviewees (project manager) details as clearly and completely as possible following the order in the instrument. The reason being that if the need arises to contact a particular project manager, it will be easy to do so. It is also very important to note that not more than one checklist questionnaire should be filled out per project.

Section B

- Commences on page 3 to the end of the section on page twelve (12). **Remember to answer all questions and do not leave any out.**
- For each section, you are required to fill out either **Yes/No/Don't know**, unless the question is a skip question, in which case follow the instruction on the questionnaire itself. Some questions ask for evidence or comment to be provided. In the case of comments, comment on the actual questionnaire. In the case of evidence, if it cannot be provided on the questionnaire, then provide it separately and include it with the questionnaire in question.

Section C

- Commences on page twelve (12) of the instrument.
    - Questions C1.1 – C1.3 relate to the person filling out the instrument (i.e.: LMIS official) and needs them to provide his or her name, designation, name of project visiting.
    - Question C1.4 should be answered before you get to the project by looking at the DoL training records relating to the particular project.
    - Questions C1.5 – C1.6 need to be filled out based on a review of the **Attendance Register** or if one is not available a **Head Count** of people present on the day should be conducted. Remember to account for **Full Time** as well as **Part Time** employees.

- Questions C1.7.1 – C1.7.3 relate to the **Attendance Register Review.** For this section, the fieldworker needs to enter the **Total Number** of people in register, the **Estimated Number** of people who **"Regularly"** attend as well as the number of **People who Dropped Out.**

- In this instrument one type rating scale is used. For example, question 8.3.3 provides the following rating:

8.3.3. Marketing strategy defines the target market? ☐ Yes ☐ No ☐ Don't know

When answering this questionnaire it is important to realise that the questions progress in an ordered fashion.

5.7.3. Beneficiary Questionnaire

The Beneficiary Questionnaire was developed to elicit Beneficiary Details, Training Details, and Beneficiary Satisfaction with the Training, a number of questions relating to Placement and finally concluding with a section on Quality of Life of the Beneficiary. This questionnaire targets project beneficiaries of the sample sites. Ideally, 5-10 beneficiaries should be interviewed per project site. The fieldworker should administer the questionnaire.

As this is not a self-administered questionnaire and needs to be administered individually, this can become a time consuming process. Therefore, as per Part 3 below, the consultants recommend that the questionnaire be simplified and made shorter as well as be translated in some of the official languages.

Section A1

- This section asks for participant details.

Section A2 & A3

- This section of the questionnaire asks for Training Details as well as Placement Details. Make sure to answer all questions and follow the instructions as per the questionnaire. Mostly, for these two sections the filling in of bubbles is required or the insertion of dates.

Section B & C1

- This section deals with Participant Satisfaction with Training. All the questions in this section are Likert Type Responses. This means that you need to fill out the answer to each question by colouring in the bubble that best answers the question for the beneficiary by either saying that you:

Strongly Agree/Agree/Don't Know/Disagree/Strongly Disagree

Remember to only fill out One Bubble Per Question.

Section D1

- This section of the questionnaire asks questions relating to Placement. For this section, follow the instructions as per the questionnaire. It is important to remember that this section ask for the completion of bubbles as well as the insertion of figures

and explanations thereof. For "skip to" questions, remember to follow the order and not to leave out any questions.

Section D2

- This section deals with Quality of Life of the beneficiary. All the questions in this section are Likert Type Responses except for question 8, which requires a written response. This means that you need to fill out the answer to each question by colouring in the bubble that best answers the question for the beneficiary by either saying that you:

Strongly Agree/Agree/Don't Know/Disagree/Strongly Disagree

Remember to only fill out one bubble per question.

The timeframes used and designation of responsibility for this instrument can be seen in the following table.

Instrument Name	Frequency of Data Collection	Target	Sample of Target	Responsibility for Data Collection	Submit Raw Data to
Beneficiary Questionnaire	Twice a Year	Project Beneficiaries	5-10 Beneficiaries per project	LMIS Staff Member	Khulisa / DoL

5.7.4. ESP2 Telephonic Interview Questionnaire

This questionnaire was designed to gather information regarding NSF projects from the perspective of the ESP2s. Two ESP2s per province were selected to be interviewed. The questionnaire was designed to be conducted as a telephonic interview lasting about 45 minutes. The rationale for using telephonic interviews was to reduce bias and to have some control over the interview process. Also, the fact that it was only administered to a sample of 20 respondents total throughout the country made telephonic interviews the most appropriate option. The interviews were conducted in a structured manner; the same questions were posed to each respondent in order to allow for the collection of richer and more detailed qualitative data.

The purpose of the interview with ESP2's is to obtain information on project monitoring and follow-up from the perspective of ESP2's involved with those particular projects. It was decided that these ESP2s should all be in a position to answer project and training related questions as they have been with the Department for more than two years.

The questionnaire is made up of a combination of questions that require the administrator to colour in bubbles or to insert written responses.

Interview Process

It is important to follow the instructions as they are laid out in the questionnaire.

- The interviewer should read one question at a time to the ESP2 being interviewed **in the order in which they appear in the questionnaire.**
- If the instructions on the questionnaire ask that the interviewer not prompt the interviewee, then **Do Not Prompt**.
- The interviewer should then mark the ESP2's responses in the space provided.

- All Sections of the questionnaire have their own specific instructions that need to be followed, and have spaces provided for responses to be recorded.

The timeframes used and designation of responsibility for this instrument can be seen in the following table.

Instrument Name	Frequency of Data Collection	Sample of target	Responsibility for Data Collection	Submit Raw Data to
ESP2 Telephonic Interview Questionnaire	Twice a Year	Two ESP2s per Province	LMIS Officials	Khulisa / DoL

5.8. Data Capturing

This is the process of capturing and transferring the research data into a database for analysis. This can be done by making use of two methods:

- The first method is the use of a manual data capturing system. Here the data is entered manually by data capturers and checked by verifiers and then manually transferred to a database. Not only is this is a very long and time-consuming process, but also a process that is often associated with a number of data capturing errors.
- The second method is to make use of computer scanning technology. Firstly, the instruments are batched and labelled according to province. Secondly, the instruments are put through the scanner and the computer automatically captures the data. The final step in the process is to transfer the captured data into a database. As can be seen, this method is far more accurate as well as being far less time-consuming as there is far less time spent on verification.

When embarking on any of the above two processes it is important to keep the following in mind in order for this process to take place as smoothly as possible:

- Correct batching of instruments;
- Correct instruments (provinces and projects) going together; and
- Only completed instruments sent for capturing.

5.9. Data Analysis and Interpretation

LMIS Fieldworkers will be used to compile and conduct preliminary analysis of the data while they are in the field, drafting reports at the end of each day of data collection. The consultants will then conduct further in-depth analysis based on the above making use of the following steps in the data analysis and interpretation process:

- Firstly, an analysis plan needs to be developed before any analysis of data can take place. The analysis plan is a document that guides the researchers on how to analyse the research data. It further links instrument questions to data analysis and interpretation. (See Appendix D for a copy of the Analysis Plan used in the 2003 research.)

Example of an Analysis Plan

Categories		**Project Checklist Questionnaire**	**Beneficiary Questionnaire**
Biographical Details			
Frequency	Age		A1.3.1
Frequency	Race	A5	A1.5
Frequency	Disability	A5.1	A3.1
Frequency	Education Level		A1.6
Link	Project Name	C1.3	A1.10
Link	Province	A10	A3.2
Training Details			
Link	Number of Project Trainees	A11	D1.9
Link	Accredited Training Provider	B5.1, B5.1.2	A2.4.1
Frequency	Duration of Training		A2.5
Frequency	Receive Certificate		A2.8
Frequency	Training Organisation		B1.1, B1.2, B1.3, Bl.4
Frequency	Training Communication		B2.1, B2.2, B2.3
Frequency	Training Materials		B3.1, B3.2, B3.3, B3.4, B3.5
Frequency	Training Course Content		B4.1, B4.2, B4.3
Frequency	Course Goals and Objectives	B5.2	
Frequency	Training Facilitation		B5.1, B5.2, B5.3, B5.4, B5.5, B5.6, B5.7, B5.8, B5.9, B5.10
Frequency	Theory and Practical	B5.3	
9-45 Index (Cross Tab Against All Indices)	Training Perceptions and Expectations		C1.1, C1.2, C1.3, C1.4, C1.5, C1.6, C1.7, C1.8, C1.9

- Once the above plan has been developed, a proper data analysis can begin. Here the data is divided up into quantitative and qualitative data sets. The qualitative data is analysed making use of statistical programs like SPSS or Statistica. This analysis is done according to the analysis plan. Frequencies and cross-tabs are run and the results are then explained in the form of explanations and graphs.
- For qualitative data, individual transcripts are coded and analysed using a qualitative data analysis software package, ATLAS/ti. Here one is looking for common themes and trends that run through the data. Quotes and comments are also used to add richness to the analysed data. This will allow for the identification of key themes across provinces as well for the comparison of perspectives by respondents. The interpretation should be guided by the analysis plan. Image based research (photography) can also be used to enhance the qualitative interpretation.

With regard to the above analysis plan, a selected number of LMIS officials could be brought together for a short one-day hands-on training workshop on how to conduct analysis such as frequencies and cross-tabs. However, the logistics and financial implications of this will have to be negotiated with DoL and the consultants.

APPENDIX A: RESEARCH INDICATORS

1. Nine Categories

1.1. Management & Administration

Do you have a managing director, coordinator, secretary and/or a project committee?

Do you have regular management meetings? (Are minutes kept)?

How are decisions made? (How are they communicated to employees?)

How do you plan for the future (Look at organizational structure)?

How do you keep track of employees coming to work? (Can you show your employee time keeping log? Do you maintain attendance records (e.g. absences, leaves, etc.)?

How do you maintain discipline in the workplace?

How are grievances handled? (Is there a grievance process?)

As management, how do you motivate project employees?

How did the project get implemented?

Who has overall responsibility for the project? Who has overall responsibility for the project? (who is accountable?)

How are projects categorized? (e.g. department funded, community funded, special projects, etc.)

Do you liaise with the project funders? Are there mechanisms in place to talk to each other? Are there opportunities for the DoL to collaborate with department or funders?

1.2. Finance & Remuneration

Do you pay taxes?

Do you get a salary (wages)? (How much do you get paid?) (How often have you been paid?)

Who looks after the books (Financials)?

Do you have an accountant / finance person?

How do you pay & collect money owed?

What do you do with the money you receive?

Do you have a bank account?

Do the project donor departments tell employees that getting a salary is a requirement?

1.3. Marketing

Is there a market for your product?

How do you advertise / market yourself?

Do you have a marketing plan?

How do you locate yourself in the market place?

Are there systems in place to advertise your products?

How do you communicate to the business world?

How do you get your product to the market?

How do you communicate to the business world and to each other?

1.4. Sustainability

How long has the project been running?

How long have people been employed by this project?

What do you do with the money that you generate from product sales?

What is the organisational (business) culture for this project? (How would you describe the culture …e.g. it takes care of people, it is business minded, it is task driven, etc.)

Do you think the project is successful? (Please define success)

Describe sustainability? (e.g. a project that lasts the duration it was intended to? 3 months? 6 months? On going?)

What is contributing to the sustainability of the project?

What are obstacles and challenges for project sustainability?

What could be done differently to keep the project going?

When the infrastructure donor and service providers leave, who monitors the life of the project? Who helps sustain the project?

1.5. Infrastructure

Who funded the project? (e.g. "Sister Departments" - Dept. of Public Works, Social Dev. & Welfare, Northern Province Roads Agency, etc.)

Who else is supporting the project (contractors, community, church, chief, NGO, etc.)

What infrastructure existered before training and what exists now after training?

Who funded the training for this project?

Have you received any other funding besides the training money (other donors)?

Do you have any equipment, material and tools?

How did you acquire the above? (What equipment, tools and materials did you start with?)

Who funded these?

How do you maintain your equipment, tools and infrastructure?

What else do you need?

1.6. Training

When were you trained ?

Who provided the training? (Name the service provider)

What kind of training did you receive? (What was it called? Did training include multi-skilling?)

How were learners/employees selected for the training?

How good was the training?

What was the duration of the training period (months, etc.) (When did it start and finish?)

Who was the training provider? (Was the training from an accredited service provider?)

Did you get a certificate after completion? Can we see it?

Were you satisfied with the training?(Was the training useful?) (Did it meet your needs?) If yes, explain. If no, explain.

Do you feel that you need more training in other areas? (What kind of training do you need?)

How will you access this additional training? If yes, what kind?

Is there any on the job training? If yes, what kind?

Did the training give you a useable skill that can be used outside of this project?

How can the training be improved?

Were you placed on a project within 2 months or less after the training? If yes, when?

Have you been on this project for 3 months or more (following the 2 months or less placement period)?

Have you been offered any additional training? If yes, what kind?

1.7. General Questions

How many employees are currently on the project? (number of males, females, disabled persons?)

Of the people who participated in the training, how many are still with you? What happened to the others?

Describe your working day?

How long have you been on this project?

Do you intend to stay, if so for how long?

What are your future plans?

Do you feel you are now employable (as a result of the training? As a result of the job placement)?

Does project verification happen before the project is implemented?

Does training verification occur? How is this accomplished?

1.8. Monitoring and Aftercare

Has the trainer contacted you to see how you are using the skills learnt? (In what manner has this contact occurred?…through a site visit? a phone call?, a fax?, etc. and how often)?

Has your ESP contacted you on the job site? (In what manner has this contact occurred? ..through a site visit? a phone call?, a fax?, etc. and how often)?

Has your Area or Regional Manager contacted you on the job site? (In what manner has this contact occurred? ..through a site visit? a phone call?, a fax?, etc. and how often)?

Describe you relationship with your ESP?

Do you have any contact with the service provider?

Is there any project infrastructure support from the infrastructure donor (e.g Dept of Public Works? Social Development and Welfare?)

Do social workers visit you at the project site?

Where is the after care coming from?

Do you have a work plan in place?

Do you have a business plan?

Did this job exist before the NSF became involved with offering the training?

Are there quarterly meetings with "sister departments?"

1.9. Beneficiaries

Is your life better now after receiving training? Please explain.

How is your life different since you have completed the training?

How is your life different since you have been placed on the labour project?

Has your life improved? Please elaborate.

Is the job satisfying, are you growing? If yes, please explain. If no, please explain.

Are you a contributing member of society? If yes, how?

Do you feel secure in your job?

Is there a future and do you see it?

What keeps you coming to work every day?

Do you feel that you can get another job with the skills that you have now?

Do you receive any benefits? Do family members receive any benefits from your job placement?

Describe your work environment?

Is everyone working towards the same goals and objectives?

APPENDIX B: RESEARCH INSTRUMENTS

47650

Technical Support to the South African Department of Labour (DOL), Labour Centres (LCs) and Sector Education Training Authorities (SETAs)

Beneficiary Questionnaire

Funded under IQC Contract Number 674-I-00-00005-00

Department of Labour

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Department of Labour

Beneficiary Questionnaire

Record Number (Khulisa Use Only)

Instructions for Questionnaire

1. Use a BLACK or BLUE ink pen. Do NOT use a pencil
2. Complete all information in block capital letters

For optimum accuracy, please print in capital letters and avoid contact with the edge of the box. The following will serve as an example:

A	B	C	D	E	F	G	H	I	J	K	L	M
N	O	P	Q	R	S	T	U	V	W	X	Y	Z

3. Mark multiple choice fields as follows.

Shade Circles Like This--> ●

Not Like This--> ⊗ ✓

4. Please try and answer all the questions on this questionnaire.

SECTION A1: PARTICIPANT DETAILS

1. Surname
2. First Name
3. Gender ○ Male ○ Female

   Age ○ 18 - 25 yrs ○ 26 - 30 yrs ○ 31 - 35 yrs ○ 36 - 40 yrs ○ 41 - 45 yrs ○ 46 and older
4. ID Number
5. Race ○ White ○ Black ○ Coloured ○ Indian
6. What is your highest level of formal education? (Shade only one)

   ○ None ○ Gr 1 ○ Gr 2 ○ Gr 3 ○ Gr 4 ○ Gr 5 ○ Gr 6

   ○ Gr 7 ○ Gr 8 ○ Gr 9 ○ Gr 10 ○ Gr 11 ○ Gr 12 (Matric) ○ Post Matric
7. Official Job Title ○ Project Manager ○ Project Co-ordinator ○ Project Leader

   ○ Other
8. Full Permanent Residential Address
9. Full Temporary Residential Address (If applicable)
10. Project Name:

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SECTION A2: TRAINING DETAILS

1. Telephone number of Project Manager / Employer

Area Code - Tel number

2. Today's Date DD - MM - 2003 YYYY

3. Venue

4. Who provided your training?

○ Service Provider: (Please insert name of the service provider)

4.1 Was the training provider accredited? ○ Yes ○ No ○ Don't know

5. Please indicate the duration of training relevant to this project (No. of days) :

○ Less than 1 week ○ 1 to 3 weeks ○ 1 Month ○ 2 Months

○ 3 Months ○ 4 Months ○ 5 Months ○ 6 Months ○ More than 6 months

6. What kind of training did you receive? (e.g.: What was the title of the training course?)

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7. Year and Month of Training

7.1 Training Date Beginning DD - MM - YYYY

7.2 Training Date Ending DD - MM - YYYY

8. Did you receive a certificate? ○ Yes ○ No

SECTION A3: PLACEMENT DETAILS

1. Are you disabled? ○ Yes ○ No

If yes, Nature of disability _____

2. Province

○ Gauteng North ○ KZN ○ Limpopo ○ Nortern Cape ○ North-West

○ Gauteng South ○ Free State ○ Mpumalanga ○ Eatern Cape ○ Western Cape

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SECTION B: PARTICIPANT SATISFACTION

Please indicate the degree to which you agree or disagree with the following statements by shading the circle next to the answer you judge most correct.

B1: ORGANISATION

1. The training site was accessible to where I stay.
   ○ Strongly Agree ○ Agree ○ Don't know ○ Disagree ○ Strongly Disagree
2. The training site was sufficient to comfortably accommodate all participants.
   ○ Strongly Agree ○ Agree ○ Don't know ○ Disagree ○ Strongly Disagree
3. Everything at the training site was well organised.
   ○ Strongly Agree ○ Agree ○ Don't know ○ Disagree ○ Strongly Disagree
4. I received the training materials at the beginning of the training.
   ○ Strongly Agree ○ Agree ○ Don't know ○ Disagree ○ Strongly Disagree

B2: COMMUNICATION

1. I was told of the start and finish dates of training.
   ○ Strongly Agree ○ Agree ○ Don't know ○ Disagree ○ Strongly Disagree
2. I was adequately informed of the start and end times of the training.
   ○ Strongly Agree ○ Agree ○ Don't know ○ Disagree ○ Strongly Disagree
3. I was adequately informed of the details of the training.
   ○ Strongly Agree ○ Agree ○ Don't know ○ Disagree ○ Strongly Disagree

B3: MATERIALS

1. Training materials and training notes were user-friendly.
   ○ Strongly Agree ○ Agree ○ Don't know ○ Disagree ○ Strongly Disagree
2. The training materials and training notes were relevant to the project work.
   ○ Strongly Agree ○ Agree ○ Don't know ○ Disagree ○ Strongly Disagree
3. I received adequate (sufficient) training notes.
   ○ Strongly Agree ○ Agree ○ Don't know ○ Disagree ○ Strongly Disagree
4. Training materials promoted interaction amongst participants.
   ○ Strongly Agree ○ Agree ○ Don't know ○ Disagree ○ Strongly Disagree
5. Learning was an active activity.
   ○ Strongly Agree ○ Agree ○ Don't know ○ Disagree ○ Strongly Disagree

B4: COURSE CONTENT

1. The training applies to your situation at work.
   ○ Strongly Agree ○ Agree ○ Don't know ○ Disagree ○ Strongly Disagree
2. The training included a balance of theory (knowledge - class time) and practical.
   ○ Strongly Agree ○ Agree ○ Don't know ○ Disagree ○ Strongly Disagree
3. The training techniques were practical and activity-based (e.g. hands-on).
   ○ Strongly Agree ○ Agree ○ Don't know ○ Disagree ○ Strongly Disagree

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B5: FACILITATORS

1. The facilitator stated learning outcomes at the start of the training (what you will be able to do).
   ○ Strongly Agree ○ Agree ○ Don't know ○ Disagree ○ Strongly Disagree
2. The facilitator determined what participants know at the start of the daily training session (asked learners each morning what they had learnt in the previous session).
   ○ Strongly Agree ○ Agree ○ Don't know ○ Disagree ○ Strongly Disagree
3. The facilitator encouraged participants to ask questions during the training.
   ○ Strongly Agree ○ Agree ○ Don't know ○ Disagree ○ Strongly Disagree
4. The facilitator was able to answer questions posed by the trainees.
   ○ Strongly Agree ○ Agree ○ Don't know ○ Disagree ○ Strongly Disagree
5. The facilitator sufficiently addressed areas of challenge for trainees.
   ○ Strongly Agree ○ Agree ○ Don't know ○ Disagree ○ Strongly Disagree
6. The facilitator provided sufficient examples and demonstrations of "how to".
   ○ Strongly Agree ○ Agree ○ Don't know ○ Disagree ○ Strongly Disagree
7. The facilitator appeared knowledgeable about the topics/issues for which they were responsible.
   ○ Strongly Agree ○ Agree ○ Don't know ○ Disagree ○ Strongly Disagree
8. The facilitator provided opportunities for participants to express their concerns regarding topics covered.
   ○ Strongly Agree ○ Agree ○ Don't know ○ Disagree ○ Strongly Disagree
9. The facilitator communicated clearly.
   ○ Strongly Agree ○ Agree ○ Don't know ○ Disagree ○ Strongly Disagree
10. Learner outcomes identified at the outset were achieved by end of training (able to make product after training is completed).
    ○ Strongly Agree ○ Agree ○ Don't know ○ Disagree ○ Strongly Disagree

SECTION C1: PERCEPTIONS AND EXPECTATIONS

1. I was excited about attending this training.
   ○ Strongly Agree ○ Agree ○ Don't know ○ Disagree ○ Strongly Disagree
2. I use what I learnt from this training and apply it now in my daily work.
   ○ Strongly Agree ○ Agree ○ Don't know ○ Disagree ○ Strongly Disagree
3. As a result of the training, I am now able to work more effectively.
   ○ Strongly Agree ○ Agree ○ Don't know ○ Disagree ○ Strongly Disagree
4. The training I received has improved my confidence/ability to do my job.
   ○ Strongly Agree ○ Agree ○ Don't know ○ Disagree ○ Strongly Disagree
5. As a result of training, I understand how to do my job.
   ○ Strongly Agree ○ Agree ○ Don't know ○ Disagree ○ Strongly Disagree
6. The training I received has helped me to perform better at my job.
   ○ Strongly Agree ○ Agree ○ Don't know ○ Disagree ○ Strongly Disagree
7. I am aware of further training opportunities offered by DoL.
   ○ Strongly Agree ○ Agree ○ Don't know ○ Disagree ○ Strongly Disagree
8. I am aware of further training opportunities offered by other service providers.
   ○ Strongly Agree ○ Agree ○ Don't know ○ Disagree ○ Strongly Disagree

9. I use the training as a networking opportunity - to get to know others involved in the industry.
   ○ Strongly Agree ○ Agree ○ Don't know ○ Disagree ○ Strongly Disagree
10. Please list any unmet expectations of the training that need to be addressed.

_____

_____

_____

_____

SECTION D1: PLACEMENT

1. Do you receive any kind of wages as a result of the work that you do for the project?
   ○ Yes ○ No
2. If yes, shade the applicable circle.
   ○ 2.1 Daily ○ 2.2 Weekly ○ 2.3 Fortnightly (every two weeks)
   ○ 2.4 Monthly ○ 2.5 Other _____
3. Please indicate how much you receive (as indicated above).
   ○ 3.1 - R0 - R100 ○ 3.2 - R101 - R250 ○ 3.3 - R251 - R500
   ○ 3.4 - R501 - R1000 ○ 3.5 - Other **R** | | | | | | |
4. I receive other benefits.
   ○ Yes ○ No
5. If yes, please shade as many forms of benefits as appropriate to you:
   ○ 5.1 Medical Aid ○ 5.3 Pension ○ 5.4 Sick Fund
   ○ 5.2 Unemployment Insurance (UIF) ○ 5.5 Other _____
6. The wages that I receive are related to how often and how much I produce for the project.
   ○ Strongly Agree ○ Agree ○ Don't know ○ Disagree ○ Strongly Disagree
7. If strongly agree or agree, how is this amount calculated?
   ○ Per Hour ○ Per Day ○ Per Product produced
   Please also explain?

_____

_____

_____

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8. Do you pay taxes?
   ○ Yes ○ No ○ Don't know

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9. How many people does this project currently employ? ☐☐☐☐ (e.g: 01 etc)

10. Of the people who started the training with you, how many are still with you on this project?

☐☐☐☐ (e.g : 01 etc)

11. Do you know what happened to the others?

- ○ 11.1 Found another job
- ○ 11.2 Family member died or got sick
- ○ 11.3 Left for further training
- ○ 11.4 Fell pregnant
- ○ 11.5 Got married
- ○ 11.7 Dismissed
- ○ 11.6 Got sick
- ○ 11.8 Insufficient training
- ○ 11.9 Other _____

12. What are your start and finish times for work?

12.1.1 - Start Time: ☐☐ (HH) - ☐☐ (MM) 12.1.2 - Finish Time: ☐☐ (HH) - ☐☐ (MM)

12.2 On average, how many days per week do you go to work?

- ○ 12.2.1 - 1 Day
- ○ 12.2.4 - 4 Days
- ○ 12.2.2 - 2 Days
- ○ 12.2.5 - 5 Days
- ○ 12.2.3 - 3 Days
- ○ 12.2.6 - 6 Days

13. Is placement guaranteed after training? ○ Yes ○ No

13.1 If yes, by whom
- ○ 13.1.1 - Funder
- ○ 13.1.2 - Training provider
- ○ 13.1.3 - Project manager
- ○ 13.1.4 - Other _____

13.2 How long have you been in placement on this project? Please shade the appropriate circle.

- ○ 13.2.1 - 1 Month
- ○ 13.2.6 - 10-11 Months
- ○ 13.2.2 - 2 Months
- ○ 13.2.7 - 1 full year
- ○ 13.2.3 - 3 Months
- ○ 13.2.8 - More than a year
- ○ 13.2.4 - 4-6 Months
- ○ 13.2.9 - Other _____
- ○ 13.2.5 - 7-9 Months

14. Do you intend to remain on the project? ○ Yes ○ No

If yes, please go to 16. If no, please go to 15.

15. If no, please indicate why not? (shade applicable circle)

- ○ 15.1 - Found another job
- ○ 15.2 - Need more money
- ○ 15.3 - Other _____

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16. Do you agree that you are now employable (or marketable) as a result of the training that you received?

○ Strongly Agree ○ Agree ○ Don't know ○ Disagree ○ Strongly Disagree

17. Does the DoL staff member / official visit you on a regular basis? ○ Yes ○ No ○ Don't know
If yes, go to 17.1 and 17.2. If no, go to 18.

17.1 Please indicate the following (Frequency).

Days per month ☐☐ Months per year ☐☐

17.2 What does the DoL staff member / official do when they visit?

○ 17.2.1 - Check on your progress ○ 17.2.2 - Check that all is in order
○ 17.2.3 - Verify attendance ○ 17.2 4 - Sort out any problems
○ 17.2.5 - Other _____

18. Has an ESP (DoL official) visited you during your training? ○ Yes ○ No ○ Don't know

19. Has an ESP (DoL official) visited you after placement? ○ Yes ○ No ○ Don't know

20. Do training service providers offer after care and follow-up after the training is completed?
If yes, go to 21. If no, go to 22.

○ Yes ○ No ○ Don't know

21. If yes, what is the nature of the after care?

○ 21.1 - Further training ○ 21.2 - Check all is ok (e.g. do a checklist)
○ 21.3 - Follow-up on earlier training ○ 21.4 - Provide technical assistance
○ 21.5 - Mentoring ○ 21.6 - Other _____

22. Have you been involved in more than one training programme (e.g. multi-skilling) while placed on this project? If yes, go to 22.1. If no, go to 23.

○ Yes ○ No ○ Don't know

22.1 Please explain

_____

23. Are there further training and development opportunities for you on the project?
If yes, go to 24. If no, go to 25.

○ Yes ○ No ○ Don't know

24. Describe the training opportunities that exist.

_____

_____

_____

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☐☐☐☐
☐☐☐☐

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25. Please explain your further training needs?

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26. If you receive after care, please indicate the number of visits you received from the following:

After Care Provider	Number of Visits
○ DoL	
○ Training Provider	
○ Other Govermental Departments	
○ Local Donor	
○ International Donor	
○ Business	
○ NGO	
○ Other _____	

27. Please describe the after care provided

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28. The project related decision-making process, is a team effort.
○ Strongly Agree ○ Agree ○ Don't know ○ Disagree ○ Strongly Disagree

29. The management is transparent with regards to the daily running of the project.
○ Strongly Agree ○ Agree ○ Don't know ○ Disagree ○ Strongly Disagree

30. Are you involved in future planning? ○ Yes ○ No ○ Don't know

31. Discipline is maintained in the project.
○ Strongly Agree ○ Agree ○ Don't know ○ Disagree ○ Strongly Disagree

32. You are motivated to go to work.
○ Strongly Agree ○ Agree ○ Don't know ○ Disagree ○ Strongly Disagree

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SECTION D2: QUALITY OF LIFE

1.Your standard of living has improved after training.

○ Strongly Agree ○ Agree ○ Don't know ○ Disagree ○ Strongly Disagree

2.You and/or your family are better off financially because of the training and job placement.

○ Strongly Agree ○ Agree ○ Don't know ○ Disagree ○ Strongly Disagree

3.Your job is satisfying.

○ Strongly Agree ○ Agree ○ Don't know ○ Disagree ○ Strongly Disagree

4.You see yourself as a contributing member of society as a result of the work that you are doing on this project.

○ Strongly Agree ○ Agree ○ Don't know ○ Disagree ○ Strongly Disagree

5.You have a sense of job security.

○ Strongly Agree ○ Agree ○ Don't know ○ Disagree ○ Strongly Disagree

6.You see a future career path in your present job.

○ Strongly Agree ○ Agree ○ Don't know ○ Disagree ○ Strongly Disagree

7.Everyone on the project is working towards the same goals.

○ Strongly Agree ○ Agree ○ Don't know ○ Disagree ○ Strongly Disagree

8.What, besides money, motivates you to go to work? Please explain.

_____

_____

_____

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Thank You For Your Participation

31170

Technical Support to the South African Department of Labour (DOL), Labour Centres (LCs) and Sector Education Training Authorities (SETAs)

Project Checklist

Development Associates, Inc.

Funded under IQC Contract Number 674-I-00-00005-00

Khulisa management services

JET EDUCATION SERVICES

CEPD

RTI INTERNATIONAL

USAID

Department of Labour

31170

Department of Labour
Project Checklist

Record Number (Khulisa Use Only)

Instructions for Questionnaire

1. Use a BLACK or BLUE ink pen. Do NOT use a pencil
2. Complete all information in block capital letters

For optimum accuracy, please print in capital letters and avoid contact with the edge of the box. The following will serve as an example:

A	B	C	D	E	F	G	H	I	J	K	L	M
N	O	P	Q	R	S	T	U	V	W	X	Y	Z

3. Mark multiple choice fields as follows.

Shade Circles Like This--> ●

Not Like This--> ⊗ ✓

4. Please try and answer all the questions on this questionnaire.

SECTION A: INTERVIEWEE DETAILS

1. Surname
2. First Name
3. Gender ○ Male ○ Female
4. ID Number
5. Race ○ White ○ Black ○ Coloured ○ Indian ○ Disabled
6. Today's Date ___ - ___ - 2003 (DD - MM)
7. Interviewee Contact Details:

   Area Code ___ - Tel number ___

8. Position (s)
   - ○ Project Manager/Coordinator
   - ○ Team Leader
   - ○ Other _____
9. Official Title: _____
10. Province
    - ○ Gauteng North ○ KZN ○ Limpopo ○ Northern Cape ○ North-West
    - ○ Gauteng South ○ Free State ○ Mpumalanga ○ Eastern Cape ○ Western Cape
11. Number of project trainees: ○ 1-10 ○ 11-20 ○ 21-30 ○ 31-40 ○ 41-50 ○ More than 50
12. Interviewer Name _____
13. Interviewer Contact Details:

    Area Code ___ - Tel number ___

31170

1. Management and Administration

1.1 Project has sufficient start-up funds ○ Yes ○ No ○ Don't know

1.2 Project has good managerial strategies in place:

1.2.1 For fundraising ○ Yes ○ No ○ Don't know

1.2.2 For business plan development ○ Yes ○ No ○ Don't know

1.3 Business plan is in place. If yes, please go to 1.3.1 and 1.3.2.
If no, go to 1.4 ○ Yes ○ No ○ Don't know

1.3.1 Please provide evidence of a business plan

_____

_____

1.3.2 The key elements of the business plan are in place

Objectives ○ Yes ○ No ○ Don't know

Marketing Plan ○ Yes ○ No ○ Don't know

Scope of work (Phases/activities) ○ Yes ○ No ○ Don't know

Timeline ○ Yes ○ No ○ Don't know

Finance (cash flow) ○ Yes ○ No ○ Don't know

1.4 Initial project proposal has objectives for support in the following:

1.4.1 Human Resources ○ Yes ○ No ○ Don't know

1.4.2 Financial Resources ○ Yes ○ No ○ Don't know

1.4.3 Technical Resources ○ Yes ○ No ○ Don't know

1.5 Specific persons fill the following roles of:

1.5.1 Project manager ○ Yes ○ No ○ Don't know

1.5.2 Financial manager ○ Yes ○ No ○ Don't know

1.5.3 Marketing manager ○ Yes ○ No ○ Don't know

1.6 Project has an advisory management committee. If yes, please go to 1.6.1 and 1.6.2. If no, please go to 1.7 ○ Yes ○ No ○ Don't know

1.6.1 Name those "positions" that sit on the committee (eg. finance manager,teamleader,etc)

_____

_____

1.6.2 Indicate the number of people that are on the committee

Male ☐☐ Management ☐☐

Female ☐☐ Disabled ☐☐

Total ☐☐

(Comment on it)

_____

_____

31170

1.7 Project receives external funding from a source other than DoL (e.g. Social Development, community, NGO business, donor, etc.). ○ Yes ○ No ○ Don't know

If yes, please indicate below (Shade **All** that apply) and go to 1.7.1, 1.7.2, and 1.7.3. If no, please go to 1.8

○ Department of Social Development ○ Local Donor

○ Department of Housing ○ International Donor

○ Department of Transport ○ Business

○ Department of Education ○ NGO

○ Department of Health ○ Other Specify _____

○ Other Department _____

1.7.1 Please indicate the total funding amount received (including DoL) from all sources **R** | | | | | | | |

1.7.2 A contract exists with the external funding agent ○ Yes ○ No ○ Don't know

(Evidence required)

_____

_____

1.8 Project has written procedures, rules or guidelines for management. If yes, please go to 1.8.1. If no, please go to 1.9 ○ Yes ○ No ○ Don't know

1.8.1 Please provide these guidelines

_____

_____

1.9 Project has a constitution. If yes, please go to 1.9.1. If no, please go to 1.10 ○ Yes ○ No ○ Don't know

1.9.1 The constitution is signed and sanctioned by all participants of the project (provide evidence) ○ Yes ○ No ○ Don't know

_____

_____

1.10 Communication is shared (e.g. transparent) with all participants ○ Yes ○ No ○ Don't know

1.11 Do you have a person responsable for managing the finances for your project? ○ Yes ○ No ○ Don't know

1.11.1 If yes, who is this person? (Shade **only** one)

○ Project Manager ○ Financial Manager

○ Bookkeeper/Accountant ○ External Consultant

○ Other _____

1.12 Management of the project is transparent ○ Yes ○ No ○ Don't know

1.13 Project maintains discipline with all aspects of the project ○ Yes ○ No ○ Don't know

1.14 Co-operation exists between management and participants ○ Yes ○ No ○ Don't know

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1.15 Participants work as a team ○ Yes ○ No ○ Don't know

1.16 Systems, rules and procedures are ordered and aligned (e.g.: filling out of a leave application form) ○ Yes ○ No ○ Don't know

2. Sustainability

2.1 The project is successful in terms of the following. Please shade appropriate circles.

○ Meeting placement ratio (70%)	○ Increased earnings by participants
○ Inter-departmental collaboration	○ Future employability
○ Ownership by participants	○ Sustainable livelihood for participants
○ Participation in nodal projects	○ Equity targets met

If one or more of above boxes ticked, please go to 2.1.1.If no boxes ticked, please go to 2.2

2.1.1 Please provide your own definition of project sustainability

_____

_____

2.2 When DoL intervention stops, do you think the project will be able to continue. If yes, please go to 2.2.1 and 2.2.2 ○ Yes ○ No ○ Don't know

2.2.1 Is there a sustainability plan or similar document?(please show me)

_____

_____

2.2.2 This document/plan has long term objectives (e.g. 3 years) ○ Yes ○ No ○ Don't know

2.2.3 Plan has clear outcomes. ○ Yes ○ No ○ Don't know

2.2.4 Outcomes are communicated. ○ Yes ○ No ○ Don't know

2.3 Accounting books exist. If yes, please go to 2.3.1 and 2.3.2 If no, go to 2.4 ○ Yes ○ No ○ Don't know

2.3.1 Accounting books are kept up to date. (Provide evidence) ○ Yes ○ No ○ Don't know

_____

_____

2.3.2 Profit and Loss statements show a surplus against expenditure. (Provide evidence) ○ Yes ○ No ○ Don't know

_____

_____

2.4 There is a demand for the projects services or products. If yes, please go to 2.4.1. If no, please go to 2. ○ Yes ○ No ○ Don't know

2.4.1 Project has a stable and growing market. ○ Yes ○ No ○ Don't know

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2.4.2 Project sells goods and services outside of the community. ○ Yes ○ No ○ Don't know

Receipts seen? ○ Yes ○ No

2.5 Project has basic infrastructure in place. ○ Yes ○ No ○ Don't know

3. Finance

3.1 Project has a bank account at a bank or the Post Office. (Provide evidence) ○ Yes ○ No ○ Don't know

3.2 Project has a separate reserve account (money kept back for emergencies). If yes, go to 3.2.2. If no, please go to 3.3 (Provide evidence) ○ Yes ○ No ○ Don't know

3.2.2 Please show evidence of reserve account (e.g. account statement)

3.3 Project is able to meet its operating costs without donations ○ Yes ○ No ○ Don't know

3.4 Income-generating opportunities exist ○ Yes ○ No ○ Don't know

3.5 Wage registers are up to date. (Give evidence) ○ Yes ○ No ○ Don't know

3.6 Project has a financial system in place that contains the following:(Provide evidence for each)

- 3.6.1 Budget ○ Yes ○ No ○ Don't know

3.6.2 Daily cash book ○ Yes ○ No ○ Don't know

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3.6.3 Petty cash ○ Yes ○ No ○ Don't know

3.6.4 Bank reconciliation ○ Yes ○ No ○ Don't know

3.6.5 Asset register ○ Yes ○ No ○ Don't know

3.6.6 Annual external audit ○ Yes ○ No ○ Don't know

3.6.7 Up to date records ○ Yes ○ No ○ Don't know

3.6.8 Performance to budget ○ Yes ○ No ○ Don't know

3.6.9 Percentage of profit re-invested in project ○ Yes ○ No ○ Don't know

3.7 Is the project tax exempted (e.g. registered as a non profit organisation) (Provide evidence) ○ Yes ○ No ○ Don't know

4. Infrastructure

4.1 Sufficient human resources are available ○ Yes ○ No ○ Don't know

4.2 Sufficient technical resources are available ○ Yes ○ No ○ Don't know

4.3 Strong commitment exists on part of the participants ○ Yes ○ No ○ Don't know

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4.4 Essential services exist at the project site.

4.4.1 Electricity	○ Yes ○ No ○ Don't know
4.4.2 Telephone	○ Yes ○ No ○ Don't know
4.4.3 Fax machine	○ Yes ○ No ○ Don't know
4.4.4 Running water	○ Yes ○ No ○ Don't know
4.4.5 Toilet facility	○ Yes ○ No ○ Don't know

4.5 Project has money for materials. (Provide evidence) ○ Yes ○ No ○ Don't know

4.6 Project has money for infrastructure (Provide evidence) ○ Yes ○ No ○ Don't know

4.7 An inventory of equipment exists that is kept up to date. ○ Yes ○ No ○ Don't know

4.8 Equipment is being used regularly. ○ Yes ○ No ○ Don't know

4.8.1 The equipment is regularly maintained? If yes, please go to 4.8.2. If no, please go to 4.9 ○ Yes ○ No ○ Don't know

4.8.2 Identify samples of maintained equipment ○ Yes ○ No ○ Don't know

(Receipts from the service provider) ○ Yes ○ No

4.8.3 Project regularly updates/replaces equipment ○ Yes ○ No ○ Don't know

4.9 Project has the necessary raw materials (e.g. flour, wood, cement etc) available ○ Yes ○ No ○ Don't know

4.10 Road leading to the project is of a good standard, (e.g. a four-wheel drive vehicle is not needed) ○ Yes ○ No ○ Don't know

4.11 Project is close to the people, products and services it serves. If yes, please go to 4.11.1 and 4.11.2. If no, go to 4.12. ○ Yes ○ No ○ Don't know

4.11.1 Project is close to its employees ○ Yes ○ No ○ Don't know

4.11.2 Project is close to the suppliers ○ Yes ○ No ○ Don't know

4.11.3 Project is close to market ○ Yes ○ No ○ Don't know

4.12 Project site is too small for the core business ○ Yes ○ No ○ Don't know

4.13 Project has the ability to expand from a small-scale project to a Close Corporation. (Comment) ○ Yes ○ No ○ Don't know

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5. Training

5.1 Is the training provider accredited? ○ Yes ○ No ○ Don't know

5.1.1 If yes by which SETA? _____

5.1.2 Are the training courses offered per the DoL "Menu" accredited with SAQA requirements? ○ Yes ○ No ○ Don't know

5.2 Goals and objectives of the training course are clear (Provide evidence) ○ Yes ○ No ○ Don't know

_____

_____

5.3 Training included a sufficient balance between practical and business skills ○ Yes ○ No ○ Don't know

5.4 Skills audit has been conducted on participants (Provide evidence). ○ Yes ○ No ○ Don't know

_____

_____

5.5 Training report is available. (Provide evidence) ○ Yes ○ No ○ Don't know

_____

_____

5.5.1 Training is linked to skills needs as per skills audit. ○ Yes ○ No ○ Don't know

5.6 Following the training, skills are enhanced. If yes, please go to 5.6.1 ○ Yes ○ No ○ Don't know

5.6.1 Follow-up skills assessments are conducted (Provide evidence) ○ Yes ○ No ○ Don't know

_____

_____

5.7 Training is aligned to the labour market needs of the area ○ Yes ○ No ○ Don't know

5.7.1 Training is aligned to Provincial Implementation Programme and Provincial Services Plan ○ Yes ○ No ○ Don't know

5.7.2 Documentation is in accordance with the Provincial Services Plan ○ Yes ○ No ○ Don't know

5.8 Entrepreneurship is one of the courses offered to participants ○ Yes ○ No ○ Don't know

5.9 Training equips participants to adequately produce product and/or deliver service ○ Yes ○ No ○ Don't know

5.10 Training has contributed to producing a higher quality product or service ○ Yes ○ No ○ Don't know

5.11 Project identifies further training needs ○ Yes ○ No ○ Don't know

5.12 Continuous training and development is offered to employees ○ Yes ○ No ○ Don't know

5.13 Mentorship programmes are available ○ Yes ○ No ○ Don't know

5.14 Project fosters an enabling environment for beneficiaries to practice their skills ○ Yes ○ No ○ Don't know

5.15 There is a recruitment and selection process in place ○ Yes ○ No ○ Don't know

5.16 During the process of training, the ESP/Area Manager (DoL) assess the readiness of the participants ○ Yes ○ No ○ Don't know

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5.17 During the process of training, the training service provider monitors the daily attendance register of project participants ○ Yes ○ No ○ Don't know

5.18 The training process is monitored from start to finish by the ESP (DoL) ○ Yes ○ No ○ Don't know

5.19 There is a person responsible for monitoring of the training ○ Yes ○ No ○ Don't know

6. Post Training Aftercare

6.1 Continuous monitoring and evaluation of project outcomes occurs. If yes, please go to 6.1.1. If no, please go to 6.2 ○ Yes ○ No ○ Don't know

6.1.1 There is a person responsible for monitoring following the training ○ Yes ○ No ○ Don't know

6.2 Project maintains a good "spirit" (Ubunthu) among its members? ○ Yes ○ No ○ Don't know

6.3 Following training, an aftercare system is in place for participants. ○ Yes ○ No ○ Don't know

If yes, please go to 6.3.1 to 6.3.5 and provide the source and description of aftercare provided:

6.3.1 ESP from DoL (Comment required) ○ Yes ○ No ○ Don't know

6.3.2 Other than ESP from DoL (Comment required) ○ Yes ○ No ○ Don't know

6.3.3 Training Provider (Comment required) ○ Yes ○ No ○ Don't know

6.3.4 Funding Provider (Comment required) ○ Yes ○ No ○ Don't know

6.3.5 Other ○ Yes ○ No ○ Don't know

6.4 Project has Provincial Implementation Programme (PIP) measures in place to ensure placement of participants. ○ Yes ○ No ○ Don't know

6.5 Follow-up contact by ESP's (DoL) are held at least once a quarter with programme participants. ○ Yes ○ No ○ Don't know

6.6 Follow-up visits by training service providers are held at least once a quarter with programme participants. ○ Yes ○ No ○ Don't know

6.7 Training providers leave the necessary start packs and equipment with the trainees after training is completed. ○ Yes ○ No ○ Don't know

6.8 Training providers monitor the project for an adequate period of time after training is completed (e.g. 3 months). (Provide evidence) ○ Yes ○ No ○ Don't know

7. Beneficiaries

7.1 Project has the general support of the community ○ Yes ○ No ○ Don't know

7.2 All beneficiaries are paid by the project after training.(Provide evidence) ○ Yes ○ No ○ Don't know

7.3 Project management committee communicates with its beneficiaries.(Give comments) ○ Yes ○ No ○ Don't know

7.4 Beneficiaries are involved from the planning strategy stage ○ Yes ○ No ○ Don't know

7.5 Beneficiaries know their roles with regard to the project ○ Yes ○ No ○ Don't know

7.6 Beneficiaries are involved in decision-making activities ○ Yes ○ No ○ Don't know

7.7 Beneficiaries are informed about the progress of the project ○ Yes ○ No ○ Don't know

7.8 Attendance of beneficiaries is satisfactory. ○ Yes ○ No ○ Don't know

7.9 Opportunities exist for all participants to share and discuss ideas regarding the project ○ Yes ○ No ○ Don't know

7.10 Human resource support structures exist for beneficiaries? If yes, please go to 7.10.1 to 7.10.6. If no, please go to 8 ○ Yes ○ No ○ Don't know

Indicate which of the following are offered:

- ·7.10.1 Leave ○ Yes ○ No ○ Don't know
- ·7.10.2 Benefits ○ Yes ○ No ○ Don't know
- ·7.10.3 UIF ○ Yes ○ No ○ Don't know
- ·7.10.4 Medical Aid ○ Yes ○ No ○ Don't know
- ·7.10.5 Pension ○ Yes ○ No ○ Don't know
- ·7.10.6 Other ○ Yes ○ No ○ Don't know

8. Marketing

8.1 The project is demand driven ○ Yes ○ No ○ Don't know

8.2 A feasibility study was conducted ○ Yes ○ No ○ Don't know

8.3 A marketing strategy exists. If yes, go to 8.3.1, 8.3.2 and 8.3.3. If no, please go to 8.4 ○ Yes ○ No ○ Don't know

8.3.1 Relevant stakeholders are involved in the design of the marketing strategy ○ Yes ○ No ○ Don't know

8.3.2 Marketing strategy outlines how the target market will be reached ○ Yes ○ No ○ Don't know

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8.3.3 Marketing strategy defines the target market.	○ Yes ○ No ○ Don't know
8.4 Project has made efforts to inform communities, NGOs and other indirect beneficiaries about the project	○ Yes ○ No ○ Don't know
8.5 The market for the product has been established (e.g. contracts) (Provide evidence)	○ Yes ○ No ○ Don't know
8.6 Project requires training in the area of marketing	○ Yes ○ No ○ Don't know
8.7 Sessions are held to advertise the project's services	○ Yes ○ No ○ Don't know
8.8 Community supports the outcomes of the project	○ Yes ○ No ○ Don't know
8.9 Local community assists and supports the project as a whole. (Comment) (Provide evidence)	○ Yes ○ No ○ Don't know

Comments

Evidence

1. Verification Statistics Page

1.1. Name of person filling out this checklist

1.2. Designation of person above

1.3. Name of Project

1.4. Number of people trained (eg. 01, 02, etc)

1.5. Number of people present on day of visit use (Register or Head Count) (eg. 01, 02, etc)

1.6. Number of people absent on day of visit (eg. 01, 02, etc)

1.7 Attendance Register Review

1.7.1 Total number of people in register (eg. 01, 02, etc)

1.7.2 Estimated number of peolpe who "regularly" attend (eg. 01, 02, etc)

1.7.3 Number of peolpe who dropped out (eg. 01, 02, etc)

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For Khulisa use only

1.8. Number of people placed (Cross Check with Database)

1.8.1. Female (eg. 01, 02, etc)

1.8.2. Male (eg. 01, 02, etc)

1.8.3. Disabled (eg. 01, 02, etc)

Thank you for your participation.

APPENDIX C: CASE STUDY PROTOCOL

TECHNICAL SUPPORT TO THE
SOUTH AFRICAN DEPARTMENT OF LABOUR (DOL) LABOUR CENTRES (LCs) AND
SECTOR EDUCATION TRAINING AUTHORITIES (SETAs)
CASE STUDY OF BEST PRACTICE LABOUR PROJECT SITES

Date of Observation:

Length of Observation:

Researcher Surname:

Province:

Name of Project (e.g. Super Chicken)

Venue (location): (e.g. Warrenton (Francis Baar District Municipality)

Funding Partner(s) (Dept. of Social Development, Dept. of Land Affairs, grants, funded by Eskom, etc.)

Project Description: (include Date project initiated (started),by whom, funding info, type of industry)

Project Employee Description: (e.g. unemployed youth, from rural area of Bloem., trainee technicians, etc.)

Skills Offered/Trained (list multiple training/describe skills, e.g. vegetable cultivation, carpentry, finance, etc.)

Number of DoL Trained

Beginning and Ending Dates of Training (include multiple training)

Number of DoL Trained that were Placed:

Number of DoL Trained that are no longer on project:

Number of DoL Trained that are still on project:

<u>Placement Verification:</u>
Number of employees present on day of visit: (Full time: Flexi-time)
Number of employees absent on day of visit: (Full time: Flexi-time)

For Khulisa only (use same box as on Checklist)

Total people on Register…… (Head Count:…..)

Number of people placed: (Male……Female…….Diabled)

Project Chairperson/Leader/Manager Name:

Researcher Instructions:

- *Use the attached grid as a guide in taking notes either on the computer or in handwriting on a notepad.*
- *All notes must be transcribed or input into the computer and saved onto a labelled disk in clear writing, with correct grammar, punctuation and spelling for the analysis.*
- *It is critical that you carefully review your notes immediately after the day's session and before you go to your next case study due to the intensity of this type of data collection.*
- *You will keep a running log of behaviours during periods of observation – according to what is happening at the time. This log should contain **narrative descriptions** of behaviour. It should at minimum include a good description of the project, employees (beneficiaries) and market it serves, plus resources, infrastructure, management, organisational structures and systems, finance, training details, skills offered, skills at work aftercare, Ubunthu, sustainability features and vision.*
- *Do not judge or interpret, <u>simply describe</u> (If you interpret – indicate text by a different font, highlight or bracket) The grid is meant only as a guide for your note-taking. Space activities as appropriate. Time entries are very important. You should include all work periods and breaks between periods. Remember, you are a non-participant observer.*
- *You can engage with employees but try not to disrupt their activity. Record notes as quickly as possible. Discipline yourself to write notes quickly and accurately. Avoid disturbing the natural behaviour (work activity, breaks, etc.) on the project.*
- *Your notes should reflect exactly what you see and hear and "feel"; use your senses. Afterwards, review your notes and save on hard drive, and on a disk, and have a manual copy to summon up later – notes should provide a vivid picture of any described event. Do not begin a second observation until your notes are complete and typed. Read over your notes at the end of the day and clean them up. It is easy to forget over time**!***
- *Provide as many **quotes** (actual words used) as possible from both project chairperson, managers, beneficiaries, trainer, funder, other*
- *Take the following pictures (seeking permission). Use a camera with a roll of 12 shots. Label it (project name, date, your initials)*

- ***Outside of project; the site, exterior building, property, business signs, etc.***
- ***Inside of project, interesting wall or section, employee bulletin board, rules and regulations, awards. recognitions, etc.***
- ***Equipment/tools/machines, etc.***
- ***Employee(s) working***
- ***Manager managing/supervising***
- ***Mentoring/assisting one another***
- ***Products produced, Marketing (as visible)***
- ***Training records/list of employees and training dates, completion of training docs, etc.***
- ***Documents (e.g. attendance records, finance/accounting book, constitution, inventory list, etc.***
- ***Structure and visible systems (e.g. coats hanging on hooks, tools lined up neatly, order, forms, etc.***
- ***Evidence of support – (Community Involvement, trainer present, schedule of aftercare, etc.)***
- ***Organised Group shot (manager, employees together on break)***
- ***Optional " interest" shot***

Time	Name and Description of Activity
	Describe the following: • **Physical Environment (building, grounds, infrastructure)** • **Project Environment;** • **Describe Management and Administration** • **Describe Work Activity (evidence of planning, task preparation, etc.)** • **Sustainability Indicators: (of the 8 indicators, how many apply to this project – see p. 5 of Checklist)** • **Discuss how Finance works (roles, processes, structures, systems)** • **Discuss Infrastructure (human, technical, physical resources)** • **Describe Market (access, supplies, products, etc.)** • **Tell about the DoL training (when, name of training, training provider(s), length, skills offered, satisfaction, materials, left start up packet, value added.)** • **Discuss Placement (when and how it happened, to whom, how long, etc.)** • **Describe Post Training Aftercare (is it happening, by whom, nature of it, etc.)** • **Describe the Beneficiaries (where they come from, their background, approximate age, race, etc.)** • **Describe the Work Practices; (mention employee work behaviours such as team work, etc.);** • **Discuss the Materials, Equipment; Resources (human, physical, financial) and,** • **Describe any Processes in place to reach completion of final product** *The case study should additionally focus on the following:* **Employee Behaviour (what beneficiary is doing; how he/she is working by self and with others, responding, interacting; producing products, services, and impact on self and others)** **Supervisor/Manager/Chairperson Behaviour (what he/she is doing; management practices; guidance, instructions, discipline, motivating employees, and leadership style)** ***Comments:*** *Fieldworker can make interpretative comments at the end of the observation (refer to Comments Section)* (e.g. Was this an OBE/C2005 activity? –explain). Were there outcomes demonstrated ? – specify. You may include interpretations related to the major research areas above, comments on culture variables, your impressions and personal observations, providing an overall picture as well as highlighting particular features and insight into what is happening.

9:15 am	**Introduction** **Physical Environment** **Working Environment**
10:00 a.m.	
10:30 a.m.	.

11:00 a.m.	.
11:30 a.m.	.
12:00 a.m.	

12:30 p.m.	.
1:30 p.m.	

General Comments: .

Please address the following issues in your interpretive notes at the end of your case study description:

Please comment on

- ***The quality of life for Beneficiaries as a result of being training and placed on this project:***

- ***What makes this project a best practice project site? (which of the 8 sustainability indicators are in place, what makes this project work?***

- ***What is the future life of this project – where is it going? (explain why you say what you do)***

- ***Please list any lessons learnt, best practices that could be shared with other projects.***

APPENDIX D: ANALYSIS PLAN

	Combined Cross Tab Analysis Plan		
Categories		**Project Checklist Questionnaire**	**Beneficiary Questionnaire**
Biographical Details			
Link	Project Name	C1.3	A1.10
Link	Province	A10	A3.2
Training Details			
Link	Number of Project Trainees	A11	D1.9
Link	Accredited Training Provider	B5.1, B5.1.2	A2.4.1
Cross Tab	Training Perceptions and Expectations		C1.1, C1.2, C1.3, C1.4, C1.5, C1.6, C1.7, C1.8, C1.9 (Cross Tab Against All Other Indices)
Training Index	Aligned to labour market needs	B5.7, B5.8, B5.9, B5.10, B5.11, B5.12, B5.13, B5.14 (Cross Tab Within Indices)	
Cross Tab	Monitoring Training Attendance & Process	B5.17, B5.18, B5.19 Cross Tab Within & Across	D1.18 (Cross Tab Across)
Post Training Aftercare			
Cross Tab	Aftercare (Missing Data Becomes 0)	B6.3, B6.3.1, B6.3.2, B6.3.3, B6.3.4 (Cross Tab Within & Across ⌈2x2	D1.20, D1.21.1, D1.21.2, D1.21.3, D1.21.4, D1.25.5 (Cross Tab Across Province)
Cross Tab	Follow-up contact, visits	B6.5, B6.6 (Cross Tab Within & Across, No Index)	D1.17, 17.2.1, D1.17.2.2, D1.17.2.3, D1.17.2.4 (Cross Tab Within & Across, No Index)
Management and Administration			
Cross Tab	Transparent Communication and project management	B1.10, B1.12, B7.3 (Cross Tab Within & Across Indices)	D1.29 (Cross Tab Within & Across Indices)
Cross Tab	Teamwork	B1.15 (Cross Tab Within)	D1.28 (Cross Tab Within)
Sustainability (Essentail Services)			
Cross Tab	8 Indicators of Successful Project	B2.1 (Cross Tab With 9 Fields From Index)	Cross Tab With All Other Indices
Finance			
Cross Tab	Financial System in place (Finance Index Against D1.1, D1.4, D1.8 & with Other Indices)	B3.6.1, B3.6.2, B3.6.3, B3.6.4, B3.6.5, B3.6.6, B3.6.7, B3.6.8, B3.6.9 (Cross-Tab with Eachother & Across Index)	D1.1, D1.4, D1.8 (Cross Tab Within & Across Indices)
Infrastructure			
Cross Tab	Essential Services exist	B4.4.1, B4.4.2, B4.4.3, B4.4.4, B4.4.5 (Cross Tab Within & Link with Other Indices)	
Marketing			
	Demand Driver, market established	B8.1, B8.5 (Frequency)	
(Marketing Index)	Feasability Study	B8.2 (Frequency)	
Rating:	Marketing Strategy	B8.3 (Frequency)	
0, 1, 2	Community, NGO Links	B8.4, B8.8 (Frequency)	
3, 4, 5	Advertising Sessions	B8.7 (Frequency)	

	Combined Cross Tab Analysis Plan		
Categories		**Project Checklist Questionnaire**	**Beneficiary Questionnaire**
6, 7, 8	Community Supports and Assists Project	B8.8, B8.9 (Frequency)	
Beneficiaries			
Cross Tab		B7.2 (Cross Tab Within)	D1.1, D1.4 , D1.6 (Cross Tab Within)
Cross Tab	Benefits Received (Index) (QB D28, 29, 30, 31, 32)	B7.2, B7.3, B7.4, B7.5, B7.6, B7.8, B7.9 (Cross Tab Within & Across Indices)	D1.4, D1.5, D1.5.1, D1.5.2, D1.5.3, D1.5.4, D.1.5.5 (Cross Tab Within & Across Indices)
Quality of Life for Beneficiary (Stand Alone Index)			
Frequency	Improved Standard of Living		D2.1
Frequency	Family better off financially		D2.2
Frequency	Job is satisfying		D2.3
Frequency	Contributing member of society		D2.4
Frequency	Job Security		D2.5
Frequency	Future Career Path		D2.6
Frequency	All employees working towards same goals		D2.7
For Khulisa Use Only	No. of people placed on project	C1.8.1, C1.8.2, C1.8.3 (TUP)	
Seven Indices			
1) Training Index			
2) Sustainability Index			
3) Financial Probaty Index			
4) Infrastructure Index			
5) Marketing Index			
6) Beneficiary Involvement Index			
7) Quality of Life Index			

APPENDIX E: RESEARCH CHALLENGES

	Name of Province:	LIMPOPO				
No.	**Research Issues**	**Provincial Research Challenges**	**Provincial Recommendations**	**Priority**		
				High	**Med.**	**Low**
1	Instrument Design	Language	Translate to Provincial language	X		
		Active Participation	Researcher Involvemnt	X		
		Language and Length	Simplified and concise	X		
2	Researcher Training Workshop	Lack of Research Skills	All fieldworkers to attend orientation of the process	X		
3	Logistics	Communication Breakdown	Allocation of cellphones and airtime - 2	X		
		Relevant Transport	At least bakkies to cover rural areas	X		
4	Resources	HR Limited	Involvement in other DoL st		X	

	Name of Province:	LIMPOPO				
5	Data Colletion	Unwilling to respond	Anormity should be addressed confidentially		x	
6	Standardised Comprehensive Training & Placement Record Keeping Template for NSF Funded Projects	Questionnaires not accommodative/directive	Data heeded on the template included on the questionanire	x		
7	Data Cleaning/Submission	No problem experienced	None			

	Name of Province:	LIMPOPO				
8	Other Issues	Regular monitoring not done. People informed (which hunting). Threats	Verification done regularly. Mail or any form of communication	x		

APPENDIX F

DOL STANDARDISED PROJECT TABLE AND PLACEMENT TABLE

PLACEMENT VERIFICATION REPORT

NAME OF TRAINING CENTRE: ……..

TOWN/CITY: _____DATES OF ATTENDANCE: _____ TO _____

COURSE NAME: _____COURSE CODE: _____

TRAINEE DETAIL	AFTER CARE DETAIL			
	PLACEMENT IN FORMAL SECTOR	PLACEMENT IN DEVELOPMENT PROJECT	SELF EMPLOYMENT	FURTHER LEARNING/ON THE JOB TRAINING
NAME	NAME OF EMPLOYER:	NAME OF PROJECT	INDUSTRY:	COURSE/DIPLOMA
ID NO:	CONTRACT PERSON:	DURATION OF PROJECT:	ADDRESS:	AT WHICH INSTITU-TION:
GENDER:	TEL NO:	TYPE OF PROJECT:	DETAILS OF ENTREPNEURSHIP	DURATION OF STUDY:

RACE	TYPE OF WORK:	CONTACT PERSON:	STARTING DATE: COMPLETION RATE:
DISABILITY	PLACEMENT DATE	TEL NO:	DURATION OF WORK:
AGE	PERMANENT/ TEMPORARY		EXPERIENCE PROVIDED
CONTACT TEL NO:			

Verified by ESP, Name: …….. Date: ……

Name of Province:
Name of Labour Centre:

Project Data Record
01 April - 31 March 2003

Name of Project	Name of Sector[eg.agriculture/constru	Area of Project (local council area)	Name of project initiator	Core funder	Other Partners Involved	Development strategy [eg. Poverty	Project Date		Training Start Date	Training End Date
							Start	Finish		

Numbers Trained (completed)					Placement Start Date	Placement End Date	Numbers Placed					TUP course code	Funds allocated for training	Name of Training Provider
B		W					B		W					
M	F	M	F	Disabled			M	F	M	F	Disabled			